ERIC Document Resume | **See Instruction Sheet** | DATE OF RESUME | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED002528
2. ORIGINATOR CONTROL NO(S). N.A.
3. IDENTIFICATION NO. N.A.

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☒ NO ☐

COPYRIGHT RELEASE FILED
YES ☒ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
Miami Linguistic Readers, Level Two
Nat the Rat: Teachers' Manual

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
Ford Foundation
ORG. Dade County Public
ST. Schools, Dade County,
Florida
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
D.C. Heath and Company
Boston, Massachusetts

10. VOL. N.A.
11. PAGES N.A.
12. MO./YR. 6/65
13. TOTAL PP. 75

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Curriculum

16. INDEXING TERMS (6-12)

manuals	elementary education	language arts	non-English-speaking youth
reading	writing	textbooks	special education
speech	teaching methods	disadvantaged youth	

17. ABSTRACT (MAX. 250 WORDS)

The manual deals with language, reading, and writing activities for non-English-speaking and culturally disadvantaged first grade pupils. Objectives are to provide practice on a sequence of basic features of the English language which the child must master if he is to learn to understand, speak, read, and write standard English, and to do this in a way that meets the special needs of the group for which it is designed.

The course has no specific units as such, but is based on a booklet entitled "Nat the Rat", a story designed to teach reading and to develop a love of books. The teachers' manual describes activities for language, reading, and writing practice. Pupils are supposed to practice listening to and speaking the content to be read before they read it. The oral and reading practice is later reinforced by writing.

Language practice techniques are described. First a sentence is modeled by the teacher, then it is repeated first by the whole group, then by a small group, and finally by an individual. In the next step, the teacher signals, and first the whole group, then a small group, and finally an individual pronounces the sentence without a model. The last stage occurs when the teacher guides individual pupils in responding to communication situations. Reading and writing techniques are dealt with in individual sections.

Resource materials are: pupils' books, which correspond to the pre-primers, primers, and readers of other developmental reading series; "big books", which provide charts for inducing language practice and for focusing on reading problems needing special attention; seatwork booklets, which provide writing activities to reinforce oral expression and reading; and the teachers' manuals.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health,
Education, and Welfare
Office of Education

ERIC Form 1

ED002528

MIAMI LINGUISTIC READERS

LEVEL TWO

NAT the RAT

TEACHERS MANUAL

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

JO 429

Readiness . . . . Introductory Unit

Level One-A . . . . Biff and Tiff

Level One-B . . . . Kid Kit and the Catfish

Level Two . . . . Nat the Rat

Level Three . . . . Tug Duck and Buzz Bug

Plateau (Levels One-Three) . . The Sack Hut

Level Four . . . . On the Rock in the Pond

Level Five . . . . The Picnic Ship

Level Six . . . . Hot Corn Muffins!

Plateau (Levels Four-Six) . . . The Camping Trip

Level Seven . . . . The Magic Bean

LEVEL TWO

NAT the RAT

ED002528

MIAMI LINGUISTIC READERS

Production Staff

Production Director: Ralph F. Robinett

Collaborators:

Paul W. Bell
Herminia M. Cantero
June W. Granger
Rosa G. Inclan
Mildred B. Lash
Mary E. Perdue
Pauline M. Rojas

Illustrator: Rose L. Nash
Songs and music: Maria Luísa Muñoz

Ford Foundation Project
Dade County Public Schools

Project Director: Pauline M. Rojas
Assistant Director: Ralph F. Robinett
Coordinator: Paul W. Bell

Revised Experimental Edition
© 1965
Previous Copyright, 1964
Board of Public Instruction
Miami, Florida

All Rights Reserved

Published by D. C. Heath and Company, Boston

ED002528

PREFACE

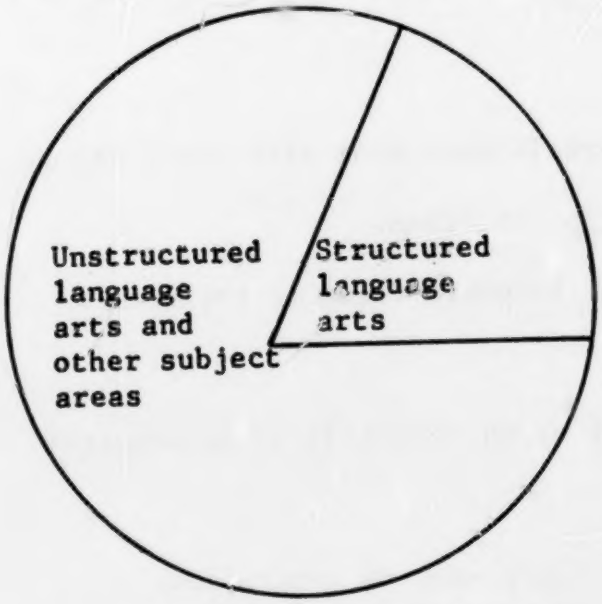
The Miami Linguistic Readers series is designed to help teach beginning reading to pupils whose pre-school language was other than English and to those who are culturally disadvantaged. It represents an attempt to bring together the findings of modern linguistic science and the pedagogical practices of conventional developmental reading programs within content which reflects time-honored traditions of children's literature.

The series is based on the following premises:

1. That the content of beginning reading materials must deal with those things which time has shown are truly interesting to children.
2. That the materials must reflect the natural language forms of children's speech.
3. That the child must have aural-oral control of the material he is expected to read.
4. That grammatical structure as well as vocabulary must be controlled.
5. That the child must learn to read by structures if he is to master the skills involved in the act of reading.
6. That the presentation of sound-symbol correspondences in beginning reading materials should be in terms of spelling patterns rather than in terms of individual letter-sound correspondences.
7. That in developing beginning reading materials the focus must be on the skills involved in the process of reading rather than on the uses to which reading is put after the process is mastered.
8. That writing experiences reinforce listening, speaking and reading.
9. That the learning load in linguistically oriented materials must be determined in terms of the special nature of the materials.
10. That the materials must be so selected and organized that they will enable the learner to achieve success as he progresses through the materials.

These premises are embedded in a body of organized, sequential materials which provide the pupils with systematic practice on the essentials of the language. The pupils practice listening to and speaking the content to be read before they read it. They later reinforce the oral and reading practice by writing.

The language learning experiences of pupils who use these materials will not be limited to the structured program. The pupils will participate in unstructured English language activities during the larger part of the school day. They will also use standard English for communication to the extent that they are able in a variety of out-of-class situations. This unstructured language practice can be expected to give the pupils an understanding of standard English far beyond their ability to speak, read and write it.



The Miami Linguistic Readers series consists of pupils' books, "big books", seatwork booklets and teachers' manuals. The pupils' books correspond to the pre-primers, primers and readers of other developmental reading series. The "big books" provide charts for inducing language practice and for focusing on reading problems which need special attention. The seatwork booklets provide writing activities that will reinforce oral expression and reading, and the teachers' manuals describe activities for language, reading and writing practice.

The language practice takes account of the fact that bilingual and culturally disadvantaged pupils are in the process of mastering standard English as well as learning to read. The foldout at the back of the manuals graphically illustrates appropriate techniques for language practice. The activities related to reading, while emphasizing the acquisition of reading and study skills, provide additional systematic language practice.

Teachers are urged to lead the discussion of the reading content in such a manner that the pupils are given as much help in expressing themselves as possible. When real difficulty is evident the teacher is expected to supply the correct language form and then ask the pupils to repeat.

The content of the series deals with themes which time has shown to be truly interesting to children. The stories, told in language which reflects the natural forms of children's speech, are designed not only to teach reading but also to develop a love of books. The suggested reading activities tend to help the pupils reinforce concepts and establish meanings. Pupils are also helped to relate the experiences they read about to their previous store of real or vicarious experience and to acquire a system of desirable attitudes and values.

Those of us involved directly in this project acknowledge our debt of gratitude to the Ford Foundation, to the education authorities in Dade County and to numerous specialists from the field of linguistics and reading who have at various times generously discussed with us their reactions to the materials we have produced. We are grateful to Mr. Richard O. White, Supervisor, Special Reading Services, whose questions and suggestions have helped us to harmonize contributions from linguistics with time-tested practices in developmental reading. We also wish to express our thanks to our other colleagues in the Dade County Public Schools and in various centers in Texas, New Mexico, Arizona, California, Colorado and Puerto Rico for their cooperation in field try-outs.

Miami, Florida
July, 1965

CONTENTS

Preface 3

NAT THE RAT

Introduction 7

Big Book II, Charts 1-16 8

Reminder to the Teacher 22
Overview of the Story 23
Introducing the Pupils' Book 23
Pupils' Book, Title Page-page 3 24

Big Book II, Charts 17-19 25
Pupils' Book, pages 4-5 28
Big Book II, Charts 20-21 29
Pupils' Book, pages 6-7 31
Big Book II, Chart 22 32
Guided Review, pages 3-7 33

Big Book II, Charts 23-33 34
Pupils' Book, pages 8-9 44
Big Book II, Chart 34 45
Pupils' Book, pages 10-15 46
Guided Review, pages 8-11; 12-15 49

Big Book II, Chart 35 50
Pupils' Book, pages 16-20 51
Guided Review, pages 16-20 54

Big Book II, Charts 36-38 55
Pupils' Book, pages 21-25 56
Guided Review, pages 21-25 59

Pupils' Book, pages 26-31 60
Guided Review, pages 26-31 63

Big Book II, Charts 39-41 64

Additional Skill Building 66
Understanding the Story 67
Testing 67
Extension Activities 67

APPENDIX

Songs: "The King!" 68
"To Serenade the King!" 68
Sample Pronunciation Activities 69
Summary of New Reading Skills 70
Summary of New Study Skills 70
Cumulative Summary of Skills 71
Cumulative Summary of Vocabulary 72

Introduction to Teachers Manual for Nat the Rat

This manual accompanies Nat the Rat, Level Two in the Miami Linguistic Readers series. It is intended for use with non-English speaking and culturally disadvantaged first grade pupils who have completed the activites in Kid Kit and the Catfish. The content includes language, reading and writing activities which will enable the teacher to involve the child in a language arts program designed to meet his special needs. These activities provide practice on a sequence of basic features of the English language which the child must master if he is to learn to understand, speak, read and write standard English.

The focus of the language activities is on the acquisition of patterns; the techniques are those of drill. The oral drill techniques which the teacher will use in giving the pupils practice in listening to and speaking the structure patterns and vocabulary indicated for each segment are illustrated graphically in the foldout in the back of the manual. The techniques for reading and writing are described in the reading and writing sections of the manual.

The pupils' reading activities include reading from charts, reading from the chalkboard and reading from the pupils' books and seatwork booklets. The story in the pupils' books is divided for reading into six episodes. The language and reading content of each episode is dealt with in detail in the charts before the material is read in the pupils' book. Activities for guiding the reading of the various episodes in the pupils' book are found in the reading sections and in the Guided Review.

In the reading of the pupils' book, as in the oral practice, teachers will find it necessary to model constantly in order to insure that the pupils will read with appropriate intonation and at a normal rate of speed. In spite of the fact that the orderly nature of the materials tends to make pupils aware of spelling patterns, it is to be presumed that this awareness will emerge at different stages for different individuals. Therefore, the pupils' first reading of any item in his book will still be at the "sight" level.

LANGUAGE

Structure emphasis

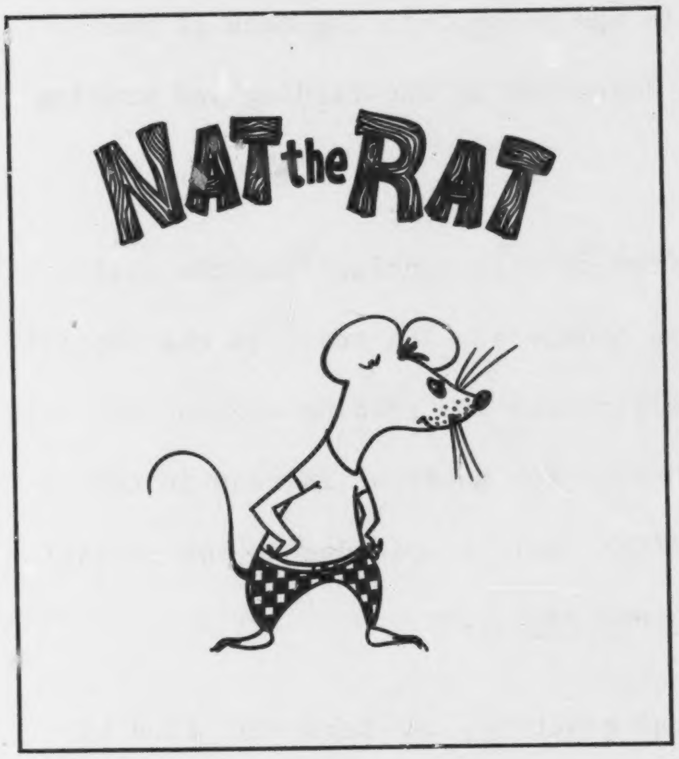
Inverted questions with Is
Is (this, that) (Kid Kit)?

Affirmative and negative answers
No, it isn't. It's (Nat the Rat).

What in questions with proper names
What is (Nat)? A (rat).

Sample vocabulary

Nat	rat
Kid Kit	cat
Miss Min	kitten
Biff	dog
Tiff	puppy
Sparky	
Speedy	



READING

Reading emphasis

Title NAT the RAT,
Nat the Rat

Words NAT, RAT, the,
Nat, Rat

BIG BOOK II, CHART 1

1. Show the pupils Chart 1 and tell them that the name of the rat is Nat. Guide them in asking Is that (Kid Kit)? and in answering No, it isn't, It's Nat the Rat, and Yes, it is, It's Nat the Rat. Then guide them to ask What is (Nat)? and to answer A (rat). Follow techniques in A, B and C of the fold-out at the back of this manual.

   Teacher: (pointing to Nat on Chart 1)
   Is that Kid Kit?
   Group 1: Is that Kid Kit?
   Teacher: No, it isn't. It's Nat the Rat.
   Group 2: No, it isn't. It's Nat the Rat.
   Pupil 1: Is that Kid Kit?
   Pupil 2: No, it isn't. It's Nat the Rat.

   Help the pupils to pronounce Nat and Rat by having them smile as they say these words.

2. Have the pupils ask and answer the question Is that (Nat the Rat)? Have them substitute the names Kid Kit, Miss Min, Biff, Tiff, Sparky, Speedy, and a cat, a kitten, a dog, a puppy, as you show them pictures or puppets. Then have them practice asking What is (Nat)? using the names of the characters and answering A (rat) as they use the puppets or pictures.

3. Read the title on Chart 1 and guide the whole group, then small groups and individual pupils in reading it.

4. Write the title on the chalkboard in capital letters as it appears on the chart. Under it write the title capitalizing only N and R. Help the pupils observe the difference. Have them read.

5. Write the words Nat and Rat in a column on the chalkboard and have the pupils read each word as you point to it. Point to the words at random and have individual pupils read them and frame the part that is the same in both words and the part that is different. Then have them reread the title on Chart 1.

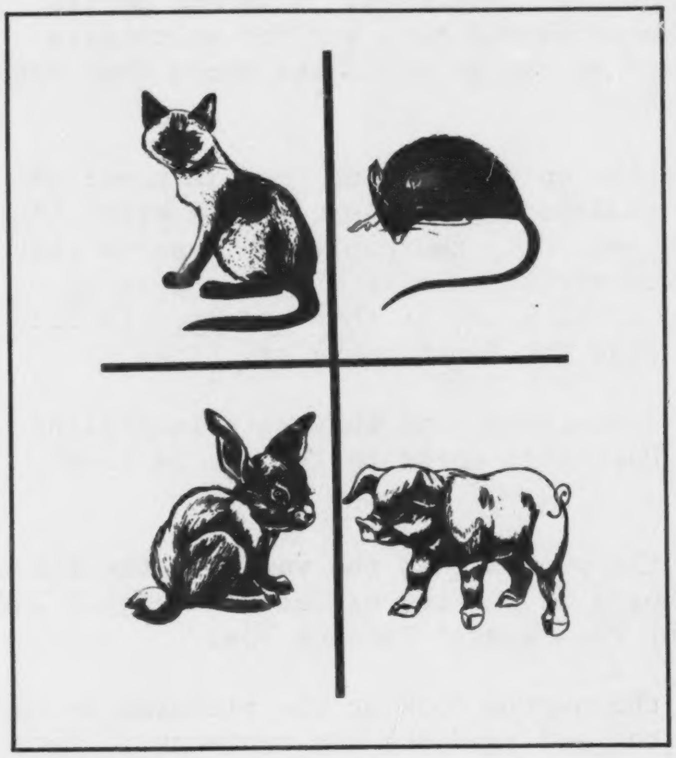
6. Have the pupils identify Nat the Rat on Seatwork page 3. Then have them color the picture, cut it out and paste it on a stick to make a puppet.

LANGUAGE

Structure emphasis

Negative statements with isn't
(That) isn't (a cat).

Sample vocabulary	
rat	Nat the Rat
cat	Kid Kit
rabbit	Miss Min
pig	Biff
	Tiff



READING

Reading emphasis

Phrases a cat, a rat,
a rabbit, a pig

BIG BOOK II, CHART 2

1. Have the pupils practice asking Is (that, this) (a rat, Nat)? and answering Yes, it is or No, it isn't It's a (cat) as they point to the two pictures on the upper half of Chart 2 or hold the puppets of Nat and the characters from the preceding stories. Follow techniques in B and C of the foldout.

T: (signals Group 1 to hold up Nat the Rat puppet)
G1: (holding up Nat the Rat) Is this Nat the Rat?
G2: Yes, it is. (Then, following teacher's signal as she point to the cat on Chart 1) Is that Nat the Rat?
G1: No, it isn't. It's a cat.
P1: (following teacher's signal as she points to the rat) Is that a cat?
P2: No, it isn't. It's a rat.

2. Guide the pupils in making negative statements about the four animals on Chart 2 and the puppets they have. Begin by referring to the last negative answer given in Activity 1. Follow techniques in A, B and C of the foldout.

T: (pointing to the picture of the rat) That isn't a cat. It's a rat.
G: (pointing to the rat) That isn't a cat. It's a rat.

3. Place the labels a cat, a rat, a rabbit and a pig under the appropriate picture on Chart 2. Have the pupils read the first two. Read the last two and guide the whole group, small groups and individual pupils in reading them.

4. Remove the labels from Chart 2 to play a game. Divide the group into two teams. Have a pupil place a label on a picture after you whisper to him "Yes" or "No" according to whether you want him to place the label on the corresponding animal or on another animal. Then call on a member of the other team to tell whether that particular animal is or is not what the label says it is. If it is not, have him say what it is.

T: (giving the label a cat to a pupil and whispering, "No".)
P1: (reads the label to himself and puts it under the pig)
P2: That isn't a cat. It's a pig.

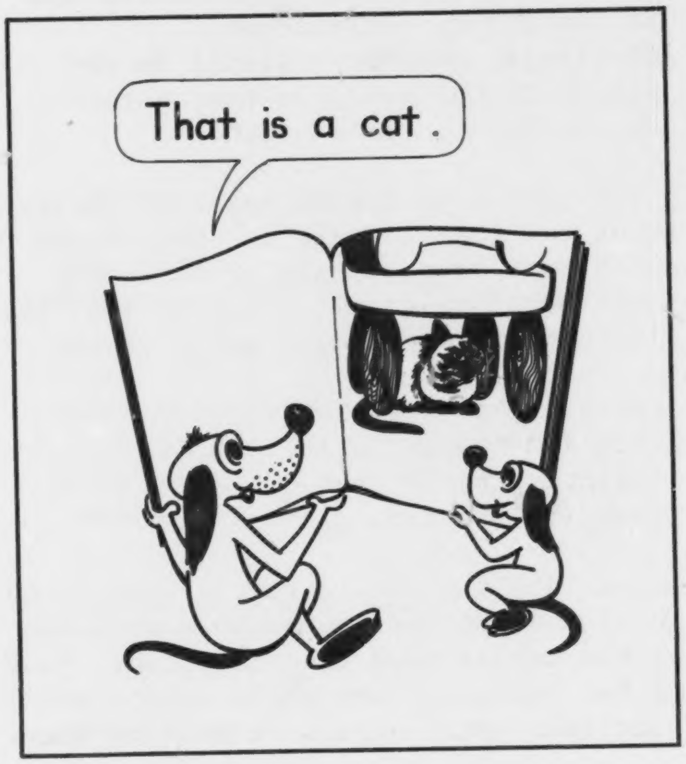
READING

Reading emphasis

Words That, cat

Vowel-consonant pattern -at

Initial Th-


That is a cat.

WRITING

Writing emphasis

Words That, cat

Vowel-consonant pattern -at

Initial Th-

BIG BOOK II, CHART 3

1. Have the pupils look at Chart 3 and observe that Biff and Tiff are looking at a picture book and talking about the pictures in it. Guide the pupils in making statements, asking and answering questions using on and under as they talk about the chart. Follow techniques in A, B and C of the foldout.
   The cat is under the chair.
   Is the cat sitting on the chair?
   Are Biff and Tiff sitting on the floor?

2. Point to what Biff is saying to Tiff, read it and have the whole group, small groups and individual pupils read.

3. Frame the phrase is a cat and have individual pupils read it. Frame the word That and have individual pupils read it. Then have individual pupils read the whole sentence.

4. Write the words Cat, Rat, Nat, That in a column on the chalkboard. Have the pupils read the words and then ask for volunteers to underline the parts of the words that are the same.

5. Write the words this and that in a column on the chalkboard, and beside them write the word think. Help the pupils to observe that all three words begin with the letters th but the first sound of this and that is different from the first sound of think.

6. Have volunteers read what Biff is telling Tiff. Have them point to the cat as they read.

7. Have the pupils read the words in the first three boxes at the top of Seatwork page 5 and pick out the "sames" in each box.

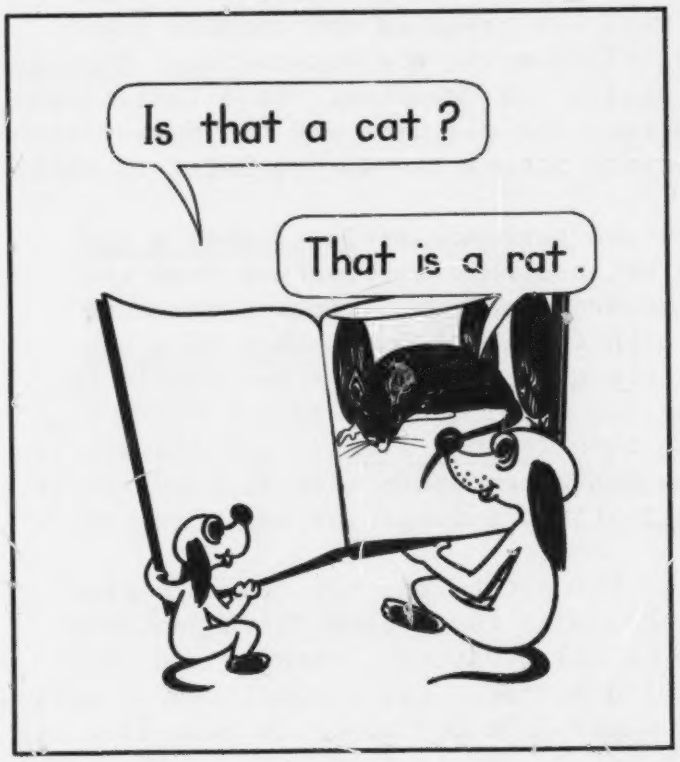
8. Have the pupils look at the pictures in the fourth box and read the two sentences. Have them observe that in the picture beside This is Tiff the boy is touching Tiff and that in the picture beside That is Tiff the boy is pointing toward but not touching Tiff.

9. Have the pupils circle the "sames" in the first three boxes. Then have them trace and complete the sentences on the seatwork page.

READING

Reading emphasis

Word rat
Vowel-consonant pattern -at
Initial r-
Question mark, period
Is that, That is


Is that a cat?
That is a rat.

BIG BOOK II, CHART 4

1. Tell the pupils that on Chart 4 Tiff is asking Biff a question about the book. Have them ask and answer some questions they think Tiff may be asking Biff. Have them say some things Biff could be saying. Follow techniques in C of the foldout.
   Is that a cat? No, it isn't. It's a rat.
   Is the rat on the chair? No, it isn't.
   That is a rat. It is under the chair.

2. Read the question and have the pupils observe the question mark. Have the group and individual pupils read the question with appropriate intonation. Then have them answer it.

3. Point to what Tiff is asking and call on volunteers to read it. Then have individual pupils read what Biff is answering.

4. Write the question Is that a rat? on the chalkboard and have a group of pupils read it as they point to Chart 4. Have another group answer. Write the answer Yes That is a rat under the question. Guide them in reading the answer. Frame the words Yes and That and the phrase a rat one at a time, and have individual pupils read. Help them to observe the differences in capitalization in that - That, Is - is.

5. Put a picture of Nat the Rat on the chalkboard and write the statement That is Nat the Rat beside it. Ask volunteers to read. Ask a group of pupils to read the question you wrote in Activity 4 above and another to read the answer. Then ask the whole group to read the new statement. Help them to observe the difference between Rat here and rat in the other two sentences.

6. Have the pupils pick out the "sames" in the four boxes at the top of Seatwork page 6.

7. Have the pupils read the questions and complete orally the answers beside the pictures in the other two boxes.

8. Have the pupils circle the "sames" in the first four boxes. Then have them circle the words that complete the answers in the other two boxes and trace and complete the sentences.

WRITING

Writing emphasis

Words rat, That, Yes

Vowel-consonant pattern -at

Initial r-

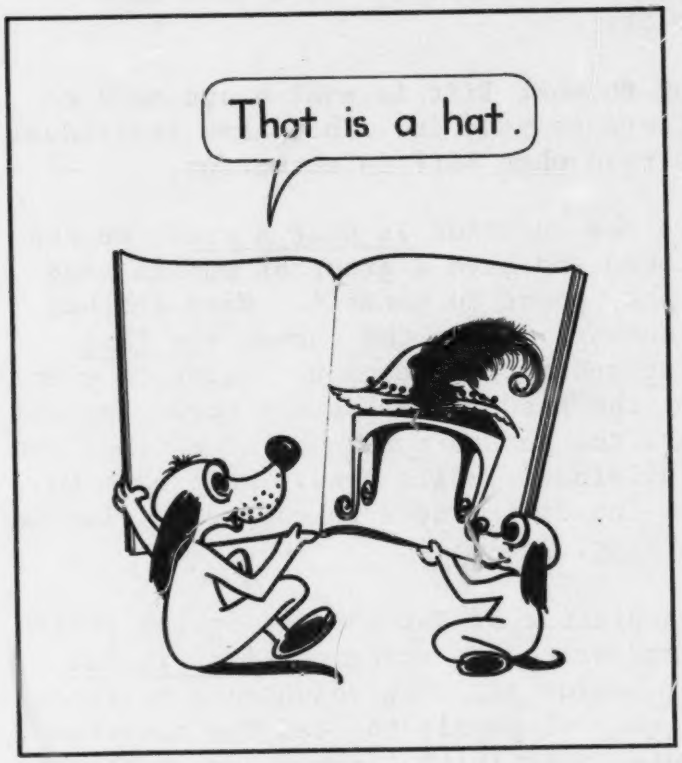
READING

Reading emphasis

Word hat

Vowel-consonant pattern -at

Initial h-


That is a hat.

WRITING

Writing emphasis

Words that, hat, cat, rat

Vowel-consonant pattern -at

Initial th-, h-, c-, r-

BIG BOOK II, CHART 5

1. Point out that Biff is talking on Chart 5. Identify the hat and help them to make affirmative and negative statements, to ask and answer questions about the chart.
   That is a hat.
   Is the hat under the table? No. It is
   on the table. It isn't on the floor.

2. Point to what Biff is saying to Tiff, read it and have the whole group, small groups and individual pupils read.

3. Write the questions Is that a hat? on the chalkboard and put a hat beside it. Have a pupil read the question and another pupil answer. Then write the answer Yes. That is a hat beside the question. Have individual pupils read the question and the answer with appropriate intonation as you point to each.

4. Place the sentence strip Is that a cat? by the hat and have a volunteer read it. Have the group answer. Place a sentence strip with the answer No. That is a hat beside the question. Guide the pupils in reading it. Follow the same procedure with the question Is that a rat? and its corresponding answer and point out differences in capitalization, punctuation and word order.

5. Divide the group into two teams to play a game. Place in the pocket chart sentence strips of all questions, answers and statements read so far. Let a pupil read a strip. Have a pupil from the opposite team find it, read it and remove it from the pocket chart. If he misses, the reader removes the strip himself and another member of his team reads. The team removing the greatest number of strips wins.

6. On Seatwork page 7 read the sentences in the boxes as follows: That is a rat, That is a cat, Is that a cat?, Is that a rat? That is a hat, Is that a rat? Have the pupils frame the sentences that you read.

7. Have the pupils complete the questions orally and then tell the appropriate Yes - No answers.

8. Have the pupils circle in each box the sentence that you read. Then have them trace and complete the dotted questions and circle the appropriate answers.

READING

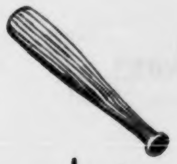
Reading emphasis

Word bat

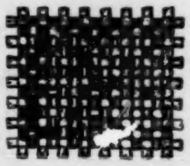
Word attack mat

Vowel-consonant pattern -at

Initial b-, m-



a bat



a mat

that mat cat
bat cat bat
hat rat that

rat bat hat
hat that mat
mat cat rat

WRITING

Writing emphasis

Words mat, bat

Vowel-consonant pattern -at

Initial m-, b-

BIG BOOK II, CHART 6

1. Guide the pupils to identify a toy bat and a place mat. Then have them ask and answer questions using that, Yes and No as they point to each object. Follow techniques in C of the foldout.
   That is a bat.
   Is that a mat? No, it isn't. It's a bat.

2. Write the words hat, cat and rat in a column on the chalkboard and have the pupils read them. Read the label a bat on Chart 6 and have the pupils read. Add bat to the column on the chalkboard. Call on volunteers to read the label a mat. Then have the group read. Help the pupils to observe that mat ends like hat, cat, rat and bat and begins like milk.

3. Read the upper three sets of words and have the pupils read each word with falling intonation. Call on groups and individual pupils to read the lower three sets of words with falling intonation.

4. Write the word bat on the chalkboard. Erase the b and substitute an m. Have the pupils identify the letters by name and observe the change in the word as the initial letter is changed. Have them observe that the ending is the same. Continue the practice substituting c to form cat, r to form rat, h to form hat, and th to form that.

5. Have part of the group read the upper half and the other the lower half. Alternate the groups.

6. Have individual pupils match word cards with the words on the chart and read them.

7. Have the pupils pick out the "sames" in the four boxes at the top of Seatwork page 8.

8. Have the pupils read the questions and complete the answers according to the pictures in the other two boxes.

9. Have the pupils circle the "sames" in the first four boxes. Then have them circle the word that completes the answer in the other two boxes.

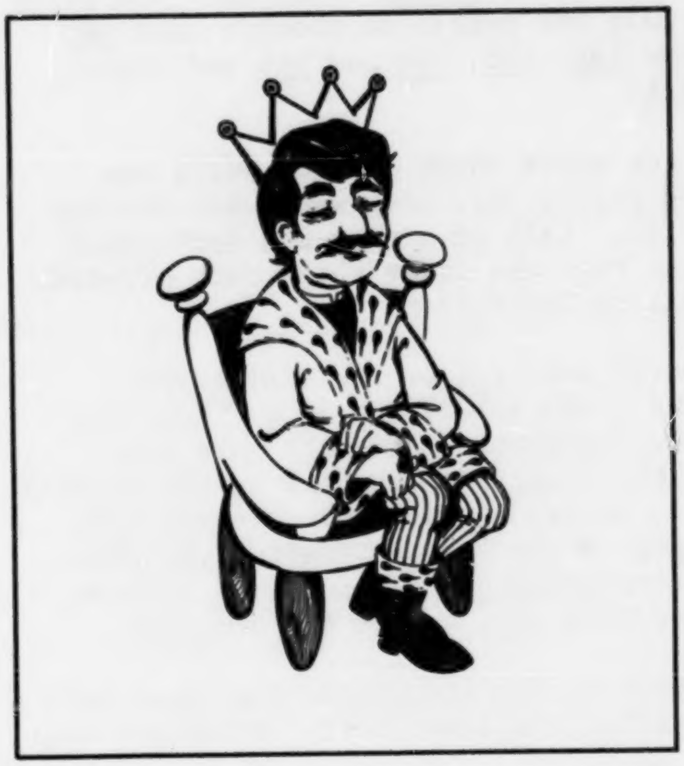
10. Have the pupils trace and complete the phrases and sentences on the rest of the seatwork page.

LANGUAGE

Structure emphasis

Expressions of place with
in, on, under

Statements, questions and answers with is and the -ing form of verbs



BIG BOOK II, CHART 7

1. Identify the king on Chart 7. Guide the pupils in making statements, asking and answering questions about the king, using is and the -ing form of verbs and expressions of place with in, on and under. Follow techniques in A, B and C of the foldout.
   That is a king.
   The king is sitting in the chair.
   He isn't standing on the floor.
   Is he napping in the chair?

BIG BOOK II, CHART 8

1. Read what Biff is saying on Chart 8, and have groups and individual pupils read. Then have them frame and read a king, That and is.

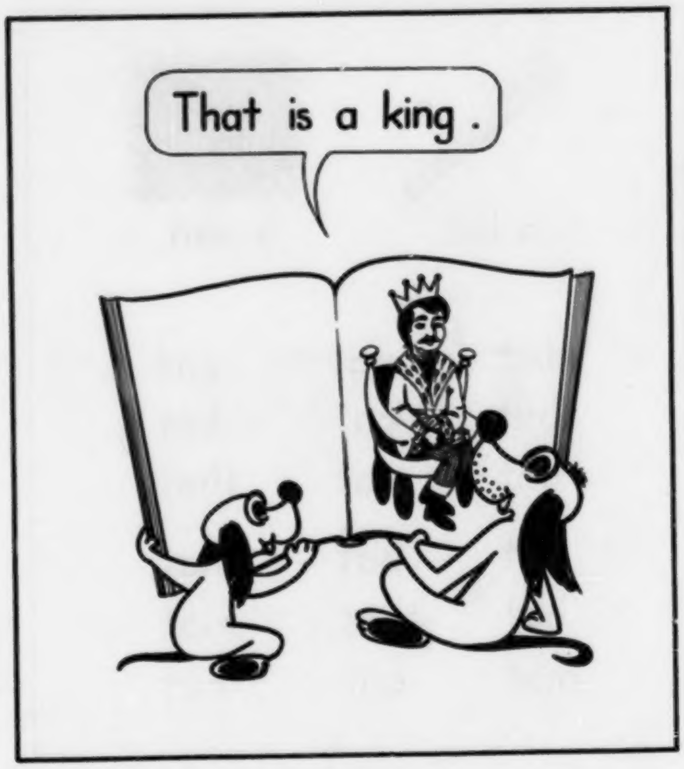
READING-WRITING

Reading-writing emphasis

Word king

Vowel-consonant pattern -ing

Initial k-


That is a king.

2. Have the pupils pick out the "sames" in the four boxes on Seatwork page 9.

3. Have the pupils read the questions pertaining to the picture and select the appropriate Yes - No answers.

4. Have the pupils circle the "sames" in the four boxes and the appropriate Yes - No answers. Then have them trace and complete the phrase and the sentences on the page.

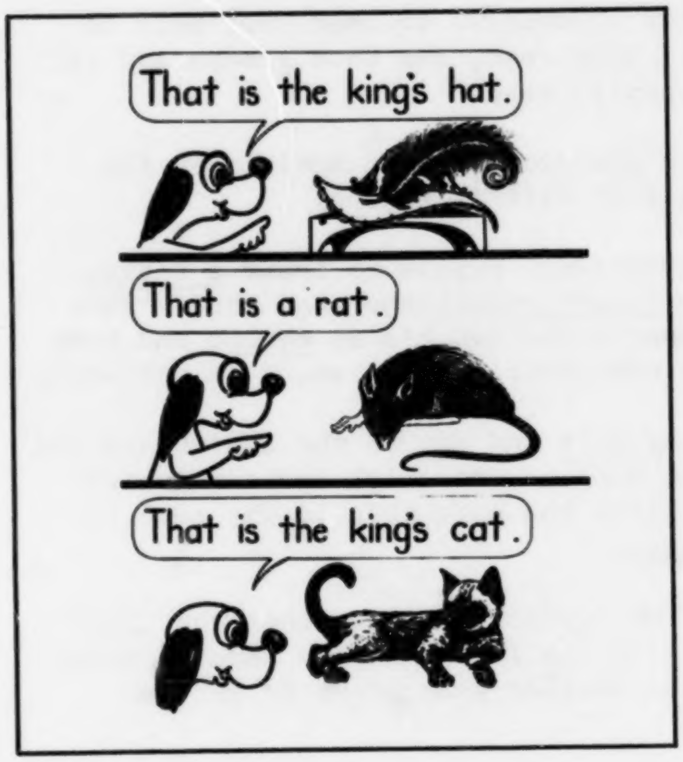
READING

Reading emphasis

Word king's

Vowel-consonant pattern -at

Genitive 's


That is the king's hat.
That is a rat.
That is the king's cat.

BIG BOOK II, CHART 9

1. Have the pupils observe that Tiff is the one who is talking. Have them identify the things Tiff is pointing at.

2. Read Tiff's first statement and have the whole group, small groups and individual pupils read it.

3. Have the pupils read what Tiff is saying about the rat. Then call on volunteers to read what he is saying about the cat. Write the king's hat and the king's cat on the chalkboard. Have the pupils observe the apostrophe before the s. Have individual pupils frame king's and read it. Then have pupils read the phrases.

4. Ask pupils to frame the words that tell who the hat belongs to and who the cat belongs to.

5. Read sentences from the chart at random and have individual pupils frame and read the sentences you have read.

6. Put a toy rat, a toy cat and a toy hat on the table and put the three sentences from Chart 9 on strips in the pocket chart. Have pupils select a toy and find and read the appropriate sentence in the pocket chart.

7. Have the pupils select the "sames" in the three boxes on the left on Seatwork page 10.

8. Have the pupils pick out each part of the picture that corresponds to each phrase on the right.

9. Have the pupils circle the "sames" in the boxes on the left and draw lines to match the phrases on the right and the part of the picture each refers to. Then have them trace and complete the sentences.

WRITING

Writing emphasis

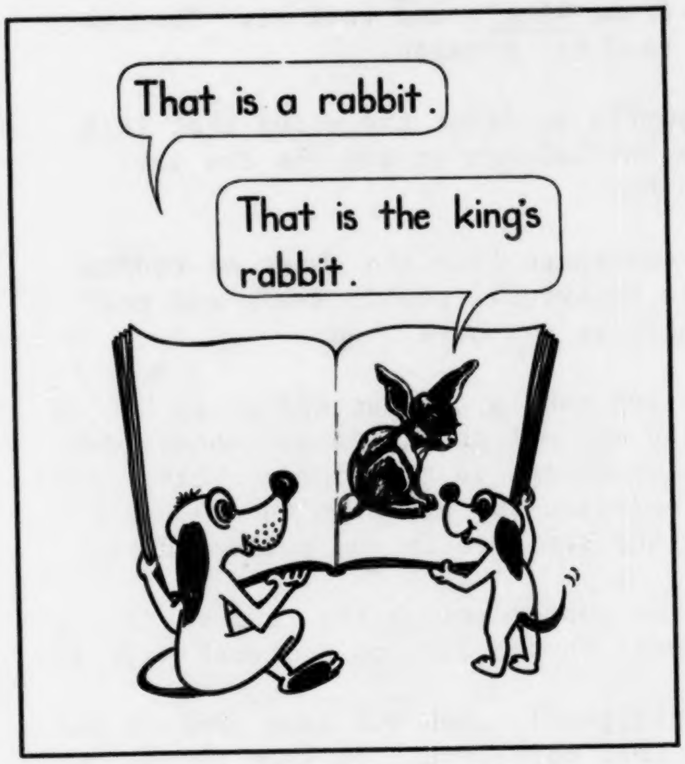
Word king's

Vowel-consonant pattern -at

Genitive 's

READING

Reading emphasis
Word rabbit
Vowel-consonant pattern -ab
Medial -bb-


That is a rabbit.
That is the king's rabbit.

BIG BOOK II, CHART 10

1. Point out that on Chart 10 both Biff and Tiff are talking about a rabbit that belongs to the king. Help them to make statements, ask and answer questions about the king's rabbit, using in and on with are and the -ing form of verbs. Follow techniques in the foldout.
   Are Biff and Tiff sitting on the floor?
   No, they aren't. Biff is sitting on the floor and Tiff is standing.
   Are they looking at the rabbit in the book?
   Whose rabbit is it?

2. Ask for volunteers to read what Biff is saying. Then read, and have groups and individual pupils read.

3. Follow the procedure in Activity 2 for reading what Tiff is saying.

4. Ask individual pupils to frame a rabbit and the king's rabbit and read them. Have them observe the two b's in rabbit and help them to pronounce the /b/ sound in the word.

5. Write rabbit and rat on the chalkboard and have the pupils read. Ask for a volunteer to underline the part that is the same in both words.

6. Have the pupils recall another word that begins with the /r/ sound and names a color (red) and another that means to go fast (run).

7. Read a rabbit and the king's rabbit at random and have individual pupils find and read the sentence in which each appears.

8. On Seatwork page 11 have the pupils pick out the "sames" in boxes 1-4 and the sentence that goes with each picture at the top of the page.

9. Have the pupils circle the "sames" in boxes 1-4 and the sentence that goes with each picture at the top of the page.

10. Have the pupils trace and complete the two dotted sentences on the seatwork page.

WRITING

Writing emphasis
Phrase the king's rabbit

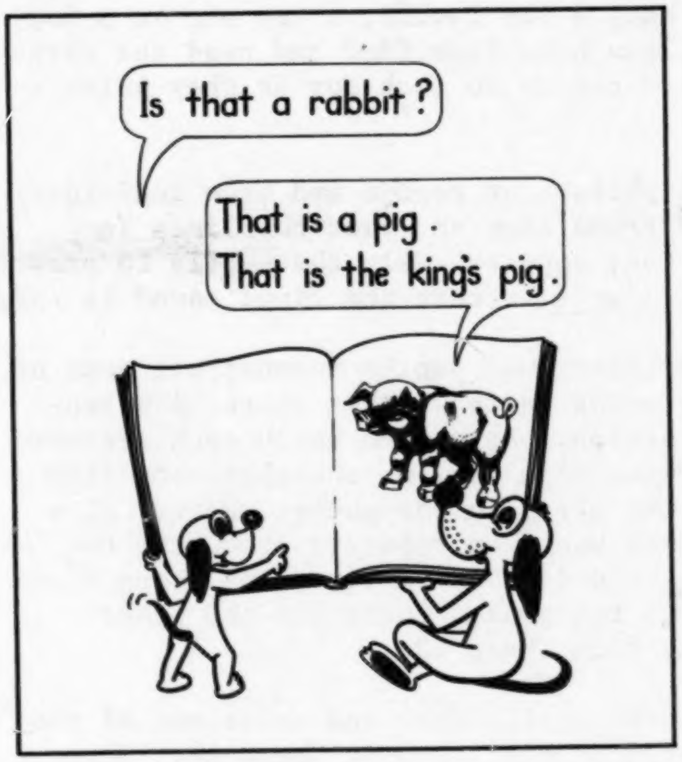
READING

Reading emphasis

Word pig

Vowel-consonant pattern -ig

Initial p-


Is that a rabbit?
That is a pig.
That is the king's pig.

WRITING

Writing emphasis

Word pig

Vowel-consonant pattern -ig

Initial p

BIG BOOK II, CHART 11

1. Point out that on Chart 11 Biff and Tiff are talking about a pig that belongs to the king. Have them make statements, ask and answer questions about the king's pig, the king's rabbit and the king's cat. Have them handle toy animals as they practice his, her, my, your, their and nouns ending in 's. Follow techniques in A, B and C of the foldout.
   That is Juan's cat.
   His cat is on his desk.
   The king's cat was under the king's chair.
   His pig isn't under his chair.
   That isn't Tiff's pig. It's the king's pig.

2. Ask for a volunteer to read what Tiff is asking and then have individual pupils answer. Record the answer No. That is a pig on the chalkboard and ask for volunteers to read it. Ask whose pig it is and have individual pupils answer. Record the answer It is the king's pig below the preceding answer and ask for volunteers to read it.

3. Write pig on the chalkboard and ask the pupils to recall another word that ends like pig. Write dig under pig as it is suggested. Then ask volunteers to underline the parts that are the same.

4. Have the pupils recall words that begin with the /p/ sound and which name something you write with (pen, pencil), something you write on (paper) and a young dog (puppy).

5. Have a group of pupils wear Tiff headbands as they read Tiff's question and another group wear Biff headbands as they read the two answers on the chalkboard. Alternate the groups. Have the whole group wear Biff headbands as they read what Biff is saying.

6. Help the pupils to pronounce king's correctly. Help them to hear and make the proper distinction in the final sound of king's (-z) and Biff's (-s).

7. On Seatwork page 12 have the pupils pick out the "sames" in each box. Then have them read the questions and complete the answers.

8. Have the pupils circle the "sames". Then have them trace and complete the sentences on the seatwork page.

READING

Reading emphasis

Rhythm: reading by structures

a hat
the king's hat
That is the king's hat.
a cat
the king's cat
That is the king's cat.
a pig
the king's pig
That is the king's pig.
a rabbit
the king's rabbit
That is the king's rabbit.

BIG BOOK II, CHART 12

1. Read the first pyramid of structures on Chart 11 with smooth rhythm and a falling intonation at the end of each line. Have the group and individual pupils read it.
2. Ask for volunteers to read each pyramid and have the whole group and small groups read.
3. Have a group read the lines about the hat and the pig and another read the lines about the cat and the rabbit.
4. Have individual pupils pick up at random a toy hat, a toy rabbit, a toy pig or a toy cat. Then have them find and read the pyramid that refers to each toy as they point to it.
5. Read phrases at random and have individual pupils frame them and read the lines in which they appear. Help the pupils to pronounce king's so that the final sound is /z/.
6. Have individual pupils reconstruct some of the pyramids in the pocket chart with sentence strips. Have them match each sentence strip with each line on the chart and then place the strip in the pocket chart. When a pyramid has been reconstructed have two groups read it line by line, one group reading from the pocket chart and the other reading from Chart 12.
7. Have the pupils draw and color one of the four objects mentioned in Chart 12. Then have them label their drawings The king's -----. Have them show their drawings to their classmates for them to read the labels.

WRITING

Writing emphasis

Words hat, cat, pig, rabbit

Vowel-consonant patterns
-at, -ig, -ab

Initial h-, c-, p-, r-

LANGUAGE

Structure emphasis

The phrase with his pick
Has-have and has on-have on
King Kim has a hat,
but he doesn't have it on.
Adjectives with singular and plural nouns
a short nose, short ears

Sample vocabulary

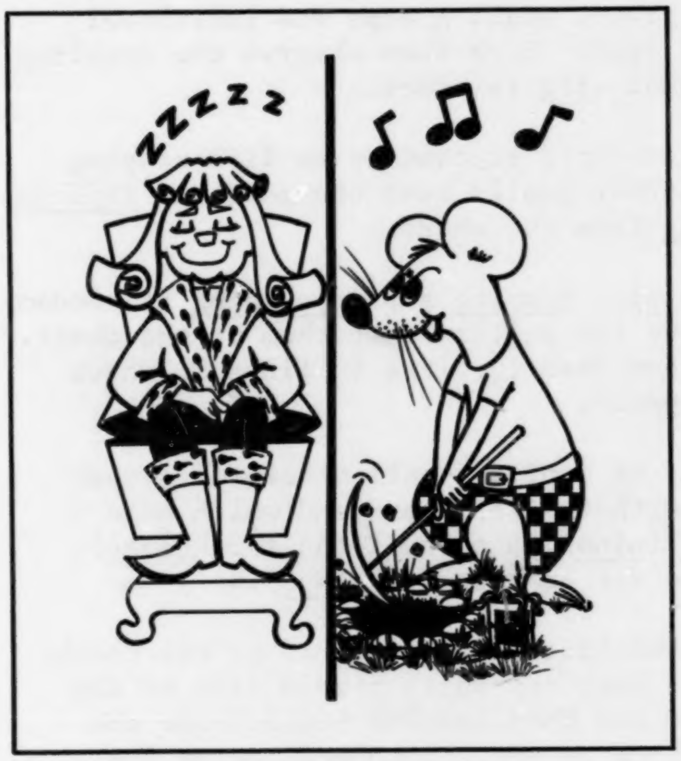
wig
coat
pants
boots
belt
pick
badge

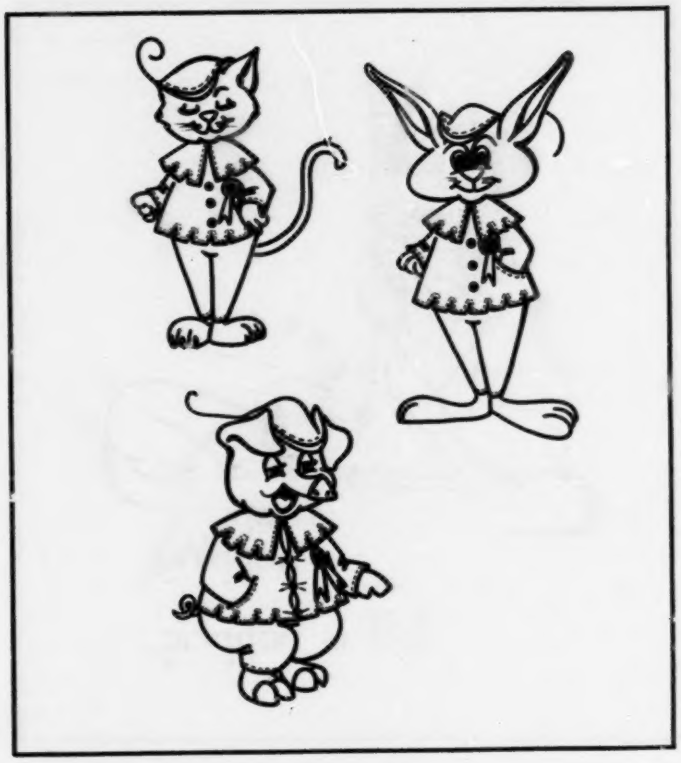
ears
tail
legs
nose
eyes
hands
feet

nap
dig
sing

can of worms

long
short
big
little





BIG BOOK II, CHART 13

1. Guide the pupils to make statements, ask and answer questions about each character and what he has and has on. Guide them in using with his pick. Follow techniques in the foldout.

   That is a king. His name is King Kim. He has a wig on.
   Does King Kim have a hat on?
   King Kim has a hat, but he doesn't have it on.
   Is King Kim napping in his chair?
   Nat is digging with his pick.
   He isn't napping. He's digging for worms.

   Have the pupils notice that z-z-z indicates sleeping and ♪♪ indicates singing.

BIG BOOK II, CHART 14

1. Guide the pupils in talking about what each character has on. Follow techniques in the foldout.

   Cab Cat, Rab Rabbit and Pap Pig have hats on.

2. Guide the pupils in describing the characters.

   Cab Cat has short ears.
   Does Rab Rabbit have short ears?
   Rab Rabbit doesn't have short ears. He has long ears.

3. Help the pupils to hear and to make the proper distinction between final sounds in King and Kim; pick and pig; Pap and Cab.

READING

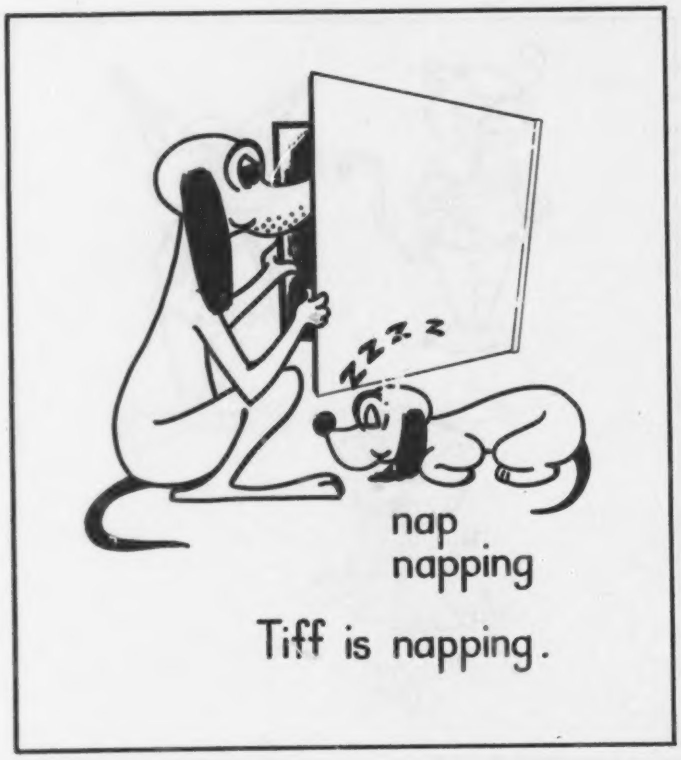
Reading emphasis

Word nap

Vowel-consonant pattern -ap

Initial n-

Doubling of p when -ing is added



WRITING

Writing emphasis

Words nap, napping

Vowel-consonant pattern -ap

Initial n-

Doubling of p when -ing is added

BIG BOOK II, CHART 15

1. Have the pupils observe that on Chart 15 Tiff is napping and Biff is closing the picture book. Help the pupils to make contrasting statements connected by but and to ask and answer questions as they talk about the chart.
    Is Tiff lying down on the floor?
    Is Tiff napping?
    Tiff is lying down, but Biff isn't.
    Biff is sitting on the floor.
    Tiff is napping, but Biff isn't.
    Biff is closing the book.

2. Read the lines on Chart 15 and have the whole group, small groups and individual pupils read. Have them observe the doubling of p when -ing is added.

3. Have a pupil pretend to be Tiff napping and another pupils read the sentence Tiff is napping from the chart.

4. Read nap, napping and is napping at random and have the pupils frame them on the chart. Have them read the line or lines in which they appear.

5. Have the pupils recall other words that start with the /n/ sound and which name a number (nine), a part of the face (nose), and the rat in the story (Nat).

6. Put the lines from Chart 15 on the chalkboard. Have one pupil read a line of the pyramid and have another pupil frame the line, both on the chalkboard and on the chart.

7. Have individual pupils build the pyramid in the pocket chart.

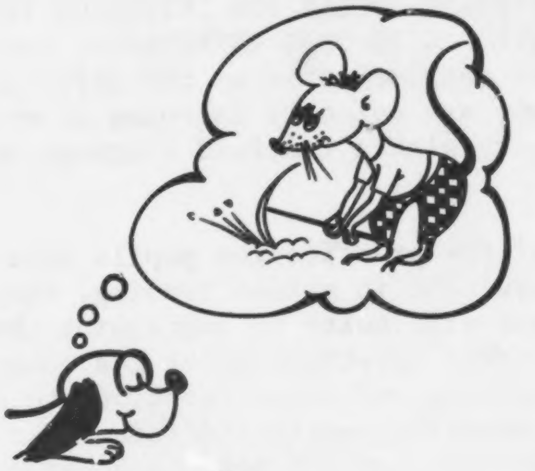
8. Have the pupils read the words in the boxes at the top of Seatwork page 13 and have them pick out the "sames" in each box.

9. Have the pupils read and complete orally the three sentences on the seatwork page.

10. Have the pupils circle the "sames" in each of the three boxes. Then have them trace and complete the words and sentences on the seatwork page.

READING

Reading emphasis
Word Nat
Vowel-consonant pattern -at
Initial Th-, N-, r-, R-



That is Nat.
Nat is a rat.
That is Nat the Rat.

WRITING

Writing emphasis
Words Nat, Rat
Vowel-consonant pattern -at
Initial N-, R-
Letters N, n, R, r

BIG BOOK II, CHART 16

1. Have the pupils observe that Tiff is still asleep and is dreaming about Nat the Rat digging. Have them make statements, ask and answer questions about the situation. Follow techniques in the foldout.
   Tiff is dreaming.
   What is he dreaming about?

2. Ask for volunteers to find and read:
   The sentences that tell who is in Tiff's dream.
   The sentence that tells what Nat is.
   The sentence that tells the full name of this character.

3. Put sentence strips on the table and have pupils match them with the sentences on the chart. Have other pupils read the sentences.

4. Read words and phrases at random and have individual pupils find them, frame them and then read the sentence in which each appears. Sample phrases:

is Nat	Nat the Rat	a rat
the Rat	is Nat the Rat	is a rat

5. Have the group read the chart. Be sure they have a falling intonation at the end of each line. Help them to observe the difference between Rat and rat.

6. Help the pupils to pronounce Nat and Rat with the correct vowel sound. Help them to pronounce the initial sound in Rat without "rolling" it.

7. Have the pupils pick out the "sames" in the boxes on Seatwork page 14.

8. Have the pupils read the paragraph below the picture. Then have them complete orally the sentence that refers to the paragraph.

9. Have the pupils circle the "sames" in each box and trace and complete the phrase and sentence on the page.

10. Guide the pupils in writing N and n, R and r on primary paper.

REMINDER TO THE TEACHER

The pupils are now ready to read the title page and page 3 in their own books. The content of these pages has been dealt with systematically as a part of the language and reading activities centered on charts in the "big book" and through exercises in the seatwork booklets.

The pupils' book, like the charts and seatwork material, is designed to teach the pupils, not to test them. The pupils will learn to understand, speak, read and write standard English through practice. They learn by example and are encouraged and sustained by recognition. For this reason, THE TEACHER MUST CONSTANTLY PRESENT MODELS FOR IMITATION IN READING AS WELL AS IN ORAL EXPRESSION, and must give due consideration to the efforts of the pupils who are not only learning to read, but also coping with a fourfold language arts program.

In spite of the practice the pupils have had, it is expected that in guided reading, they may still have difficulty in expressing themselves when asked questions about the characters and actions and their reactions to them. Non-English speaking pupils understand far more than they can say and need to be given every opportunity to communicate successfully in English. They should not be asked to explain "in their own words" until they have words and structures at their command. Culturally disadvantaged pupils who are native speakers of English can also be expected to have difficulty in expressing themselves in in standard English and need the same opportunity to communicate successfully.

OVERVIEW OF THE STORY

The characters in this story, like those in Biff and Tiff and in Kid Kit and the Catfish are animals that behave as human beings. Nat the Rat is a likable villain whose escapades illustrate the saying that crime doesn't pay. While King Kim is napping in his castle, guarded by Rab Rabbit, Cab Cat and Pap Pig, Nat the Rat digs his way in and steals the king's pin. While Nat is out burying it, Rab Rabbit discovers that the pin is missing and tells the other two. As they sit around lamenting the loss, Nat comes back and steals the king's ring and finally the king's wig. When Nat is leaving the palace with the wig, Rab Rabbit sees him. The three guardsmen climb up on the wall of the castle to watch where Nat goes. They see him off in the distance digging. They follow him, surround him, and make him dig up the things he has stolen. They take the stolen goods back to the palace where the king is still asleep on his throne. Nat the Rat is put in prison. There we find him at the end of the book sitting on a bench thinking of his bad behavior and of the sad end to which it has brought him.

INTRODUCING THE PUPILS' BOOK

1. Distribute copies of the pupils' book and have the pupils look at the picture of Nat the Rat on the cover. Have them observe that it is the same as the Nat the Rat title page in the "big book". Remind them that they must keep their books clean and that they must turn the pages from the top right corner, pressing toward the left and center with their open hand.

2. Let the pupils leaf through the book and observe that in this story the characters are the same characters they met in the "big book".

3. Have the pupils identify the characters. Then have them turn to the title page.

4. Have the pupils talk about Nat the Rat. Have them tell how he is dressed, how he is standing and what kind of individual they think he is. Have them read the title page.

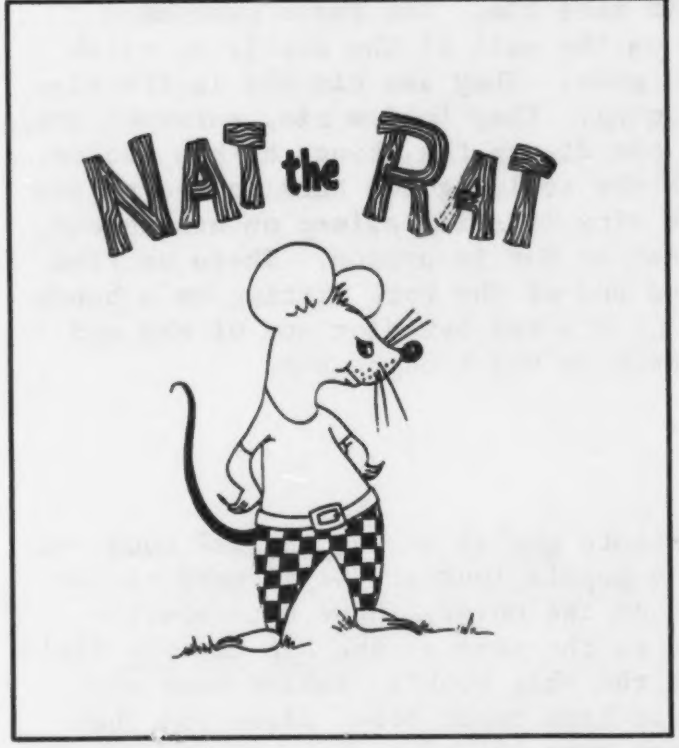
5. Let the pupils talk about whether they think Nat is likely to get into trouble.

READING

Skills emphasis

Identifying feelings and emotional reactions

Identifying personal traits



NAT the RAT

TITLE PAGE

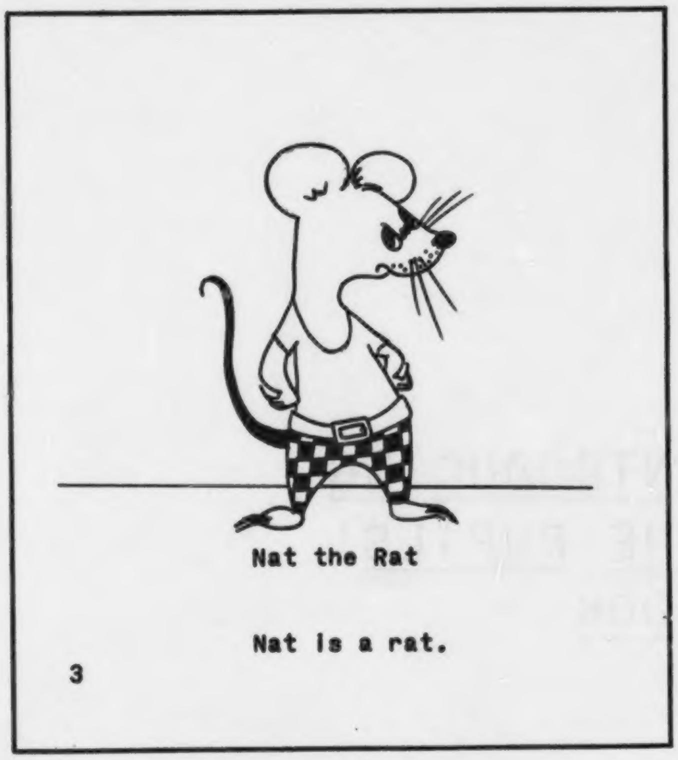
1. Help the pupils to talk about Nat the Rat, what he has on and what kind of tail, hands, feet, etc. he has as they look at the title page of their books. Follow techniques in the foldout.
   Nat the Rat has a shirt on.
   Does he have big ears?
   His ears are big and his tail is long.
2. Ask for volunteers to read the title of the book.
3. Have individual pupils frame Nat and Rat.

READING-WRITING

Reading-writing emphasis

Name Nat the Rat

Sentence Nat is a rat.



Nat the Rat

Nat is a rat.

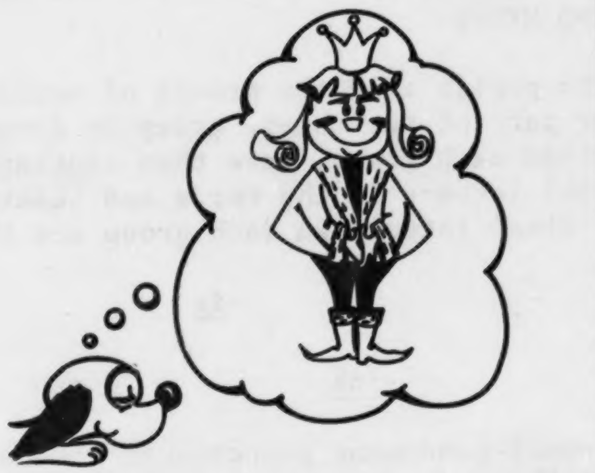
3

PUPILS' BOOK PAGE 3

1. Have the pupils turn to page 3 and continue discussing Nat the Rat's appearance, the look in his eyes, and the way he is standing. Follow techniques in the foldout.
   Does Nat look happy?
   Does he look mad?
2. Have the group read the label under the picture. Then have individual pupils read the sentence that tells what Nat is.
3. Write Nat is a rat on the chalkboard and have the pupils copy it.

READING

Reading emphasis
Words king, King, Kim
Vowel-consonant patterns -ing, -im
Initial K-, k-
Final -m, -ng



That is Kim.
Kim is the king.
That is King Kim.

WRITING

Writing emphasis
Words king, King, Kim
Vowel-consonant patterns -ing, -im
Initial K-, k-
Final -m, -ng Letters K, k

BIG BOOK II, CHART 17

1. Have the pupils observe that on Chart 17 Tiff is still dreaming. Help the pupils to practice What (is, was) he dreaming about? and the corresponding answers. Follow techniques in the foldout.

   Tiff is still sleeping.
   Is he still dreaming?
   What is he dreaming about now?
   He was dreaming about Nat before.

2. Read the sentences one by one and have the whole group, small groups and individual pupils read them. Help the pupils to hear and to produce the distinction between the final sound in King and that in Kim.

3. Place sentence strips in the pocket chart. Have individual pupils remove them and match them with the sentences on the chart. Have other pupils read the sentences.

4. Read words and phrases at random. Have a pupil find the word or phrase on the chart, frame it and then read the sentence in which it appears.

5. Put King, Kim, Kid and Kit in a column on the chalkboard. Have the pupils read the list and observe the sameness of the initial letter and the difference in the vowel-consonant patterns.

6. Have volunteers read the sentence or sentences that tell who the character in Tiff's dream is, the sentence that tells what Kim is and the sentence that tells what the king's full name is.

7. Have the pupils read the words and pick out the "sames" in the two boxes on the left of Seatwork page 15. Then have them read the sentences and pick out the ones that refer to the pictures at the top of the page.

8. Have the pupils circle the "sames" in each box on the left and the sentences that refer to the pictures at the top of the page. Then have them trace and complete the other sentences.

9. Have the pupils practice writing K and k on primary paper.

READING

Reading emphasis	
Vowel-consonant patterns	
-at,	-ap
-im,	-ing
-id,	-it
-ig,	-ip
-ink,	-ish

Kim Kid Nat
King Kit nap

Kim pig
swim dig

tip sink dish
slip drink fish
drip think wish
ink

BIG BOOK II, CHART 18

1. Cover the lower part of Chart 18 and have the group read the first pair of words at the top.

2. Have the pupils observe that the initial letter of this pair of words is the same in each word and that the endings are different.

3. Use the procedure in Activities 1 and 2 with the second and third pairs of words at the top. Remind the pupils of the difference between the capital N and the small n in Nat and nap.

4. Ask individual pupils to read the six words in the top group.

5. Have the pupils read the groups of words on the lower part of the chart, group by group. As they read each group, have them contrast the initial letters in the words and observe that the final letters in each group are the same.

   -im -ig

   -ip -ink -ish

6. Write vowel-consonant patterns at random on the chalkboard. Have individual pupils find the column in which they appear on the chart and read it.

7. Write the words pig and dig on the chalkboard and have the group read them.

8. Show the pupils a wig and a twig and ask volunteers to identify them. Add wig and twig to the list on the chalkboard and ask for volunteers to read them. Have the whole group read the entire column.

9. Write the word King on the chalkboard and have the pupils copy it. Then have them find on the chart another word that begins like King but ends in -m (Kim). Have the pupils copy it.

WRITING

Writing emphasis
Vowel-consonant patterns -im, -ing

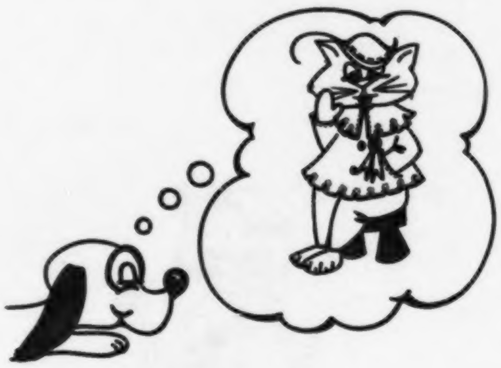
READING

Reading emphasis

Words Cab, cat, Cat

Vowel-consonant patterns -at, -ab

Initial C-, c-



That is Cab.
Cab is a cat.
That is Cab Cat.
Cab is the king's cat.

WRITING

Writing emphasis

Words Cab, cat, Cat

Vowel-consonant patterns -at, -ab

Initial C-, c-

Letters C, c

BIG BOOK II, CHART 19

1. Have the pupils observe that on Chart 19 Tiff is still asleep and dreaming. Help the pupils to talk about the picture.
   Is Tiff still dreaming?
   What is he dreaming about?
   Is Cab sleeping?
   Is Cab sleepy?
   Help the pupils to hear and make the proper distinction between sleeping and sleepy.

2. Read the sentences one by one and have the whole group, small groups and individual pupils read.

3. Have individual pupils read the sentence or sentences that tell:
   Who the character in Tiff's dream is.
   What Cab is.
   Cab's full name.
   Whose cat Cab is.

4. Have pupils match sentence strips with the sentences on the chart. Have them observe the difference between Cat and cat.

5. Have two pupils pantomime the chart. Let one pretend that he is Tiff asleep and the second that he is Cab Cat. Have a third pupil read the chart.

6. Write in one column on the chalkboard the words Kid, Kit, King and Kim. Write in another column the words Cab and Cat. Have the pupils read each column of words and observe that although the words in each column begin with different letters, all the words begin with the same sound. Help them to hear and make the proper distinction between the final sound of Cab and that of cat.

7. On Seatwork page 16 have the pupils read the words and pick out the "sames" in boxes 1 and 2. Then have them read the phrases and sentences in boxes 3 and 4 and pick out the one that refers to the picture in each box. Have them read and complete orally the other sentences on the page.

8. Have the pupils circle the "sames" in boxes 1 and 2 and the phrase or sentence that refers to each picture in boxes 3 and 4. Then have them trace and complete the other sentences on the page.

9. Have the pupils practice writing C and c on primary paper.

READING

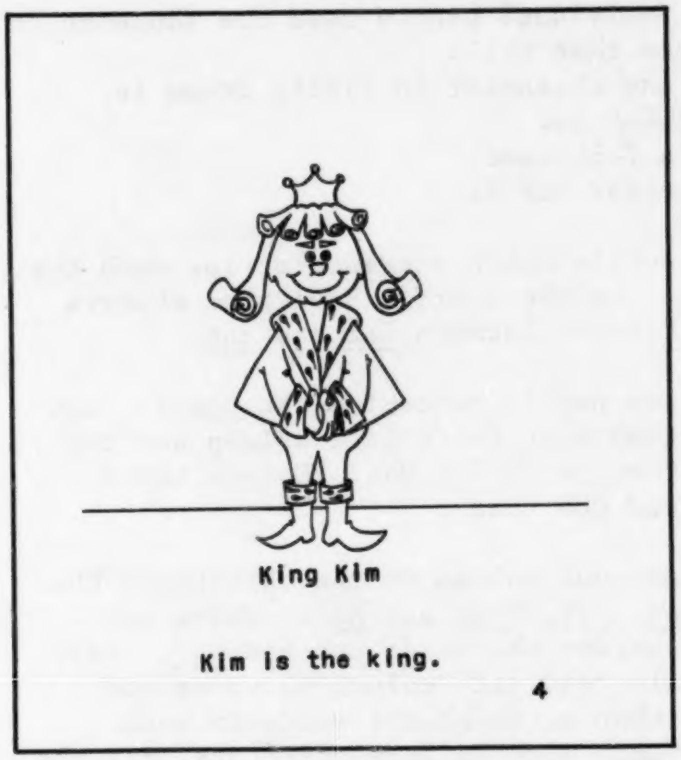
Skills emphasis

Identifying feelings and emotional reactions

Identifying personal traits

Reading emphasis

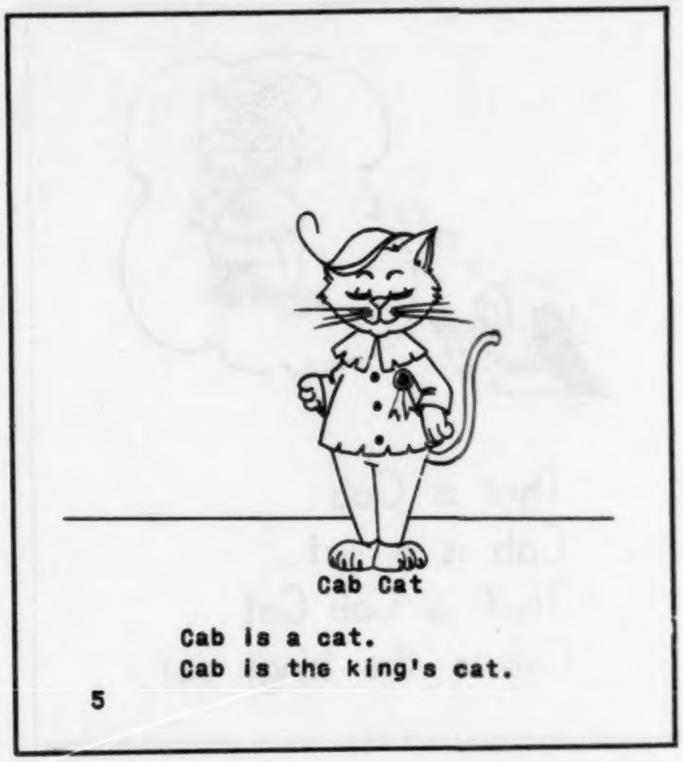
Names King Kim
Cab Cat



King Kim

Kim is the king.

4



Cab Cat

Cab is a cat.
Cab is the king's cat.

5

PUPILS' BOOK PAGES 4-5

1. Ask the pupils to open their books to page 4. Have them talk about King Kim, his crown, wig, etc. Have them observe that he is smiling. Follow techniques in the foldout.
   King Kim has a crown on his head.
   He's smiling. Is he happy?

2. Ask for volunteers to read the label under the picture. Help them to pronounce the final sound in King and in Kim correctly.

3. Ask for volunteers to read the sentence that tells who Kim is. Have them tell if they think Kim is a nice king, and why.

4. Have the pupils talk about Cab Cat and how he looks on page 5.

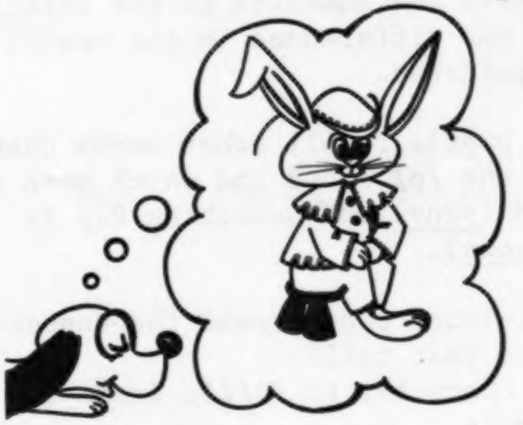
5. Follow the same procedure as in Activity 2 for the reading and pronunciation of Cab and Cat.

6. Have individual pupils read the sentences that tell what Cab is and whose cat Cab is.

7. Have individual pupils wearing Kim or Cab face masks, select an appropriate label and stand before the group one at a time. Ask the group to read the page that tells about the character in front of them.

READING

Reading emphasis
Words Rab, rabbit, Rabbit
Vowel-consonant pattern -ab
Initial R-, r-
Final -b medial -bb-



That is Rab.
Rab is a rabbit.
That is Rab Rabbit.
Rab is the king's rabbit.

WRITING

Writing emphasis
Words Rab, rabbit, Rabbit
Vowel-consonant pattern -ab
Initial R-, r-
Final -b medial -bb-

BIG BOOK II, CHART 20

1. Have the pupils make statements, ask and answer questions about Chart 20. Follow techniques in C of the foldout.
   Is Tiff still sleeping?
   Tiff is still dreaming.
   What is he dreaming about?
   Is Rab sleeping?
   Rab isn't sleeping.
   He isn't sleepy.
   Rab is happy.

2. Read the sentences one by one and have the group, small groups and individual pupils read them.

3. Let a group of pupils pretend to be Tiff sleeping and another group read what Tiff is dreaming. Alternate the groups.

4. Read at random parts of the sentences. Have individual pupils locate the sentence in which that part occurs and read the whole sentence. Have them observe the two b's in rabbit.

5. Put Rab and Rat on the chalkboard. Have the pupils observe the sameness of the initial letter and the difference in the vowel-consonant patterns.

6. Put Rab and Cab on the chalkboard. Have the pupils observe the differences in the initial letters and the sameness of the vowel-consonant patterns.

7. Have individual pupils read the sentence or sentences that tell:
   Who the character in Tiff's dream is.
   What Rab is.
   What Rab's full name is.
   Whose rabbit Rab is.

8. On Seatwork page 17, have the pupils pick out the "sames" in the two boxes on the left and the appropriate label for the picture in the next box. Then have them read the questions and the appropriate Yes - No answer. Have the pupils read and complete the name and statements on the bottom half of the page.

9. Have the pupils complete Seatwork page 17 in writing.

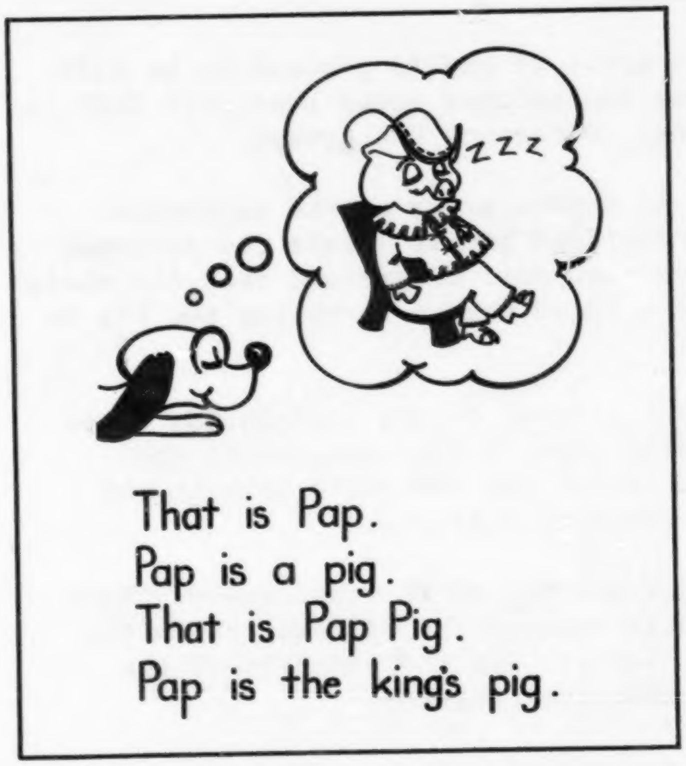
READING

Reading emphasis

Words Pap, pig, Pig

Vowel-consonant patterns -ap, -ig

Initial P-, p-



That is Pap.
Pap is a pig.
That is Pap Pig.
Pap is the king's pig.

BIG BOOK II, CHART 21

1. Have the pupils talk about Tiff's dream on Chart 21.
   What is Tiff dreaming about?
   Is Pap Pig sleeping?
   Pap isn't lying down, but he's sleeping.
2. Read the sentences one by one and have the group, small groups and individual pupils read.
3. Have individual pupils match sentence strips with the same words and sentences on the chart.
4. Put Pap and Pig on the chalkboard. Have pupils observe the sameness of the initial letter and the differences in the vowel-consonant patterns.
5. Have the pupils recall other words that start with the /p/ sound and which mean a small horse (pony) and something Pap is wearing (pants).
6. Have individual pupils read the sentence or sentences that tell:
   Who the character in Tiff's dream is.
   What Pap is.
   What Pap's full name is.
   Whose pig Pap is.
7. Put Pap and nap on the chalkboard. Have pupils observe the differences in the initial letters and the sameness of the vowel-consonant pattern.
8. Have the pupils pick out the "sames" in each box at the top of Seatwork page 18. Have them read the six questions that refer to the picture and the appropriate answers. Then have the pupils read and complete orally the phrase and the statements on the seatwork page.
9. Have the pupils complete Seatwork page 18 in writing.
10. Have the pupils practice writing P and p on primary paper.

WRITING

Writing emphasis

Words Pap, pig, Pig

Vowel-consonant patterns -ap, -ig

Initial P-, p-

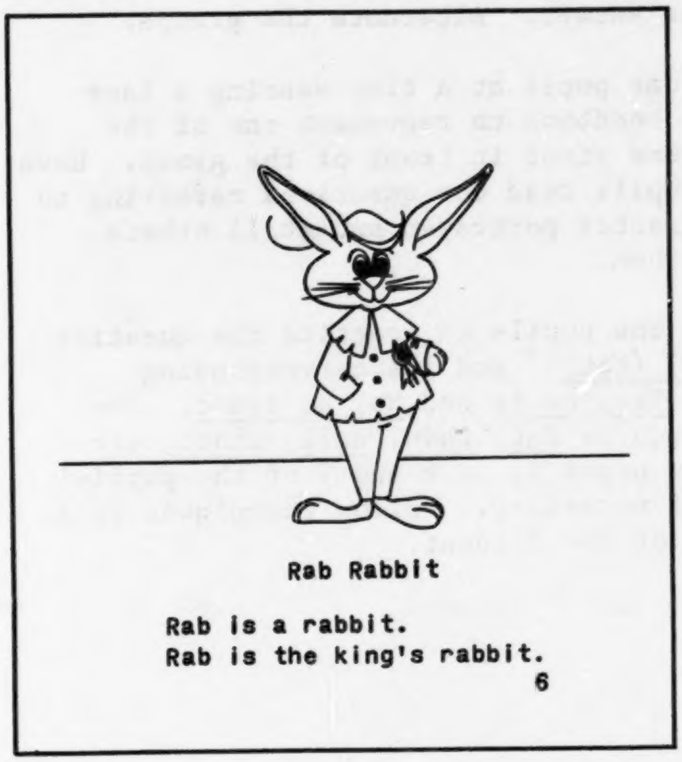
Letters P and p

READING

Skills emphasis

Identifying feelings and emotional reactions

Identifying personal traits



Rab Rabbit

Rab is a rabbit.
Rab is the king's rabbit.

6

PUPILS' BOOK PAGES 6-7

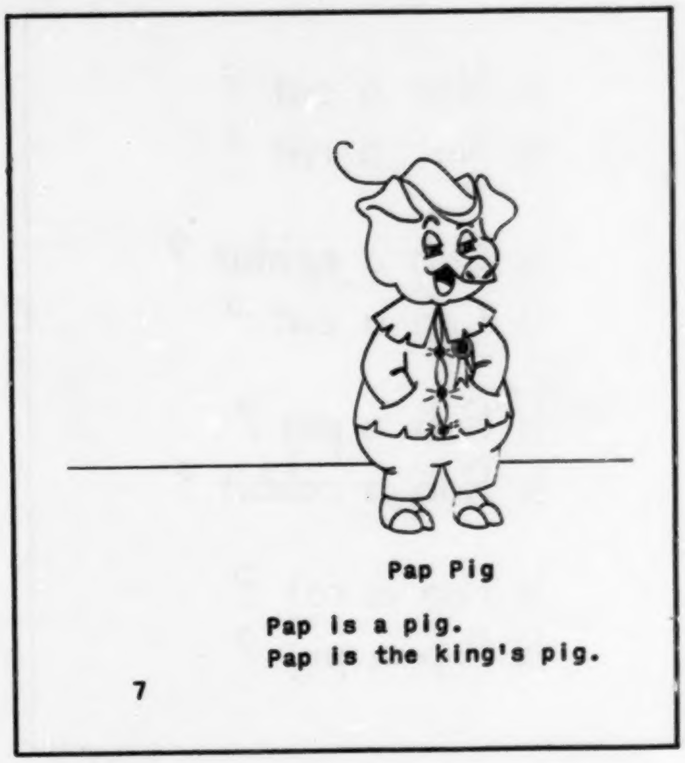
1. Help the pupils to talk about Rab Rabbit's happy look and alert appearance. Follow techniques in the foldout.
   Rab Rabbit isn't sleepy. He's wide awake. He looks happy.
   Are his ears long?

2. Have the group read the character's name. Then have individual pupils read the sentences that tell what Rab is and whose rabbit he is.

READING-WRITING

Reading-writing emphasis

Names Rab Rabbit
Pap Pig



Pap Pig

Pap is a pig.
Pap is the king's pig.

7

3. Help the pupils to talk about Pap Pig's sleepy and careless look in contrast with Rab's alertness. Follow techniques in the foldout.
   Does Pap Pig look sleepy?
   He isn't wide awake.

4. In reading about Pap Pig follow the same procedure as in Activity 2.

5. Have the pupils look at pages 5-7. Guide them to observe that the characters are wearing uniforms and are the king's guards. Have them tell which they think is the best guard and why.

6. Have the pupils draw and label the three guards.

READING

Reading emphasis
Questions beginning with Is

Is Nat a cat ?
Is Nat a rat ?

Is Cab a rabbit ?
Is Cab a cat ?

Is Rab a pig ?
Is Rab a rabbit ?

Is Pap a rat ?
Is Pap a pig ?

BIG BOOK II, CHART 22

1. Have the group talk about all of the characters whose names appear on the chart. Write Nat the Rat, Cab Cat, Rab Rabbit and Pap Pig on the chalkboard. Remind them that Cab, Rab and Pap are the king's cat, rabbit and pig and that they are the king's guards.

2. Read each pair of questions one by one and have the group read. After each question is read, have the pupils answer it by saying, "No, he isn't" or "Yes, he is" as the case may be.

3. Have a group read the questions and another give the answer. Alternate the groups.

4. Have one pupil at a time wearing a face mask or headband to represent one of the characters stand in front of the group. Have other pupils read the questions referring to the character portrayed and still others answer them.

5. Guide the pupils to practice the question Is (Pap) (fat)? and its corresponding answers Yes, he is and No, he isn't. Use words such as fat, thin, tall, short, etc. Refer to pages 3, 5, 6 and 7 of the pupils' book, if necessary. Follow techniques in A, B and C of the foldout.

GUIDED REVIEW

Pages 3 - 7
(The Characters)

Skills emphasis

Identifying feelings and emotional reactions

Identifying personal traits

Drawing conclusions through the observation of details

Guide the pupils to review this part of the story.

Sample questions:
- What is the title of this story?
- Who are the characters in the story?
- Is Nat one of the king's guards?
- What are the names of the guards?

PAGE 3

Have the pupils:
- Find and read the sentence that tells what Nat is.
- Tell whether they think Nat is a "good guy" or a "bad guy".
- Tell what makes them think so.

PAGES 4-5

Have the pupils:
- Find and read the full name of the king.
- Tell what makes him look like a king.
- Tell whether they think King Kim looks happy.
- Find and read the sentence that tells whose cat Cab is.
- Tell what makes Cab Cat look like a guard.

PAGES 6-7

Have the pupils:
- Find and read the sentences that tell whose rabbit Rab is and whose pig Pap is.
- Tell what they think Rab and Pap do for the king.
- Tell what makes Rab and Pap look like guards.
- Tell why the king needs guards.

SEATWORK PAGE 19

TEST 1

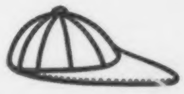
1. In each box at the top of Seatwork page 19 have the pupils circle the name you read.
   1. Nat
   2. Cab
   3. King
   4. King Kim
   5. Pap Pig
2. In sections 6 and 7 have the pupils circle the question and the answer in each box.
3. In the last section of the page have the pupils write in each box the number of the picture that goes with each line.

READING

Reading emphasis

Word attack cap, map

Vowel-consonant patterns
-ap, -at, -ab



a cap

a map

Rat
cat
mat
Nat

Rab
Cab

Pap
cap
map
nap

WRITING

Writing emphasis

Words cap, map

Vowel-consonant patterns -ap

BIG BOOK II, CHART 23

1. Guide the pupils in identifying the cap and the map on Chart 23. Guide them in asking and answering the question What's (this, that)? in reference to the cap and the map on the chart and to caps and maps in the classroom.

2. Write nap and Pap in a column on the chalkboard and have the pupils read them. Write cat and have them read it. Then ask them to find on the chart a word that ends like nap and begins like cat. When they have found cap, have them read the caption under the cap. Write mat on the chalkboard and have them read. Then ask them to find a word that begins like mat and ends like nap. When they have found map have them read the caption under the map.

3. Have groups and individual pupils read both captions with falling intonation each time.

4. Ask for volunteers to read the first column of words. Then read and have the group read it. Cover the initial letters and have the pupils observe that all of the words end the same.

5. Follow the same procedure in having the pupils read the other two columns.

6. Have groups and individual pupils read the whole chart with falling intonation at the end of each word or phrase.

7. Read words at random and have individual pupils find them, frame them, and read them.

8. Have the pupils read the sentences and select the one that refers to each picture in boxes 1-4 on Seatwork page 20. Then have them read and complete orally the phrases by the pictures on the lower part of the seatwork page.

9. Have the pupils complete Seatwork page 20 in writing.

LANGUAGE

Structure emphasis

Questions with Where
Where is (the pick)?

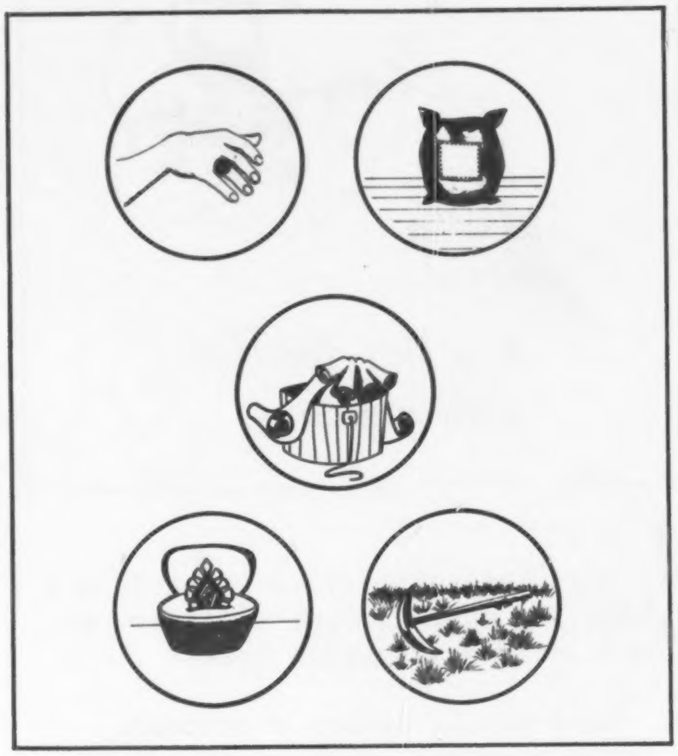
Answers with Here, There,
(in, on, under) (the box)

The question (Who, What) is missing?

Sample vocabulary

ring
sack
wig
pin
pick

finger
floor
box
ground



BIG BOOK II, CHART 24

1. Guide the pupils to identify the objects on Chart 24 and to talk about where each is. Follow techniques in the foldout.
   T: (pointing to the ring)
   That is a ring.
   C: (pointing) That is a ring.
   T: Where is the ring?
   G1: Where is the ring?
   T: It's on the man's finger.
   G2: It's on the man's finger.

2. Distribute toys or cutouts of a ring, a sack, a wig, a pin and a pick to practice here and there. Follow techniques in A and B of the foldout.
   T: (referring to a nearby pick and a distant wig) The pick is here.
   The wig is there.
   G: (holding a pick and pointing to a distant wig) The pick is here.
   The wig is there.

3. Have individual pupils match their cutouts with the objects on Chart 24 as they say, "The (-----) is here" and the group says, "The (-----) is there."

4. Have one pupil cover his eyes as another pupil leaves the room and the remaining pupils change seats. Then have the group ask the question Who's missing? The pupil who had his eyes closed should then look at the group and try to guess who is missing by saying, "(Juan) is missing." The group should respond "Yes, he is" or "No, he isn't. Here he is."

5. Remove from the classroom several familiar objects while the pupils are not looking. Guide them to practice asking the question What's missing? and its corresponding answer in reference to each. Follow techniques in the foldout. Alternate the groups.

6. Assemble familiar toy characters or cutouts on your table to play a game. Have individual pupils hide one character at a time and ask, "Who is missing?" Have individual pupils answer.
   P1: (after hiding "Cab Cat")
   Who is missing?
   P2: It's Rab Rabbit.
   P1: No. Rab isn't missing.
   He's there on the table.
   P3: Is it Cab Cat?
   P1: Yes. Cab Cat is missing.

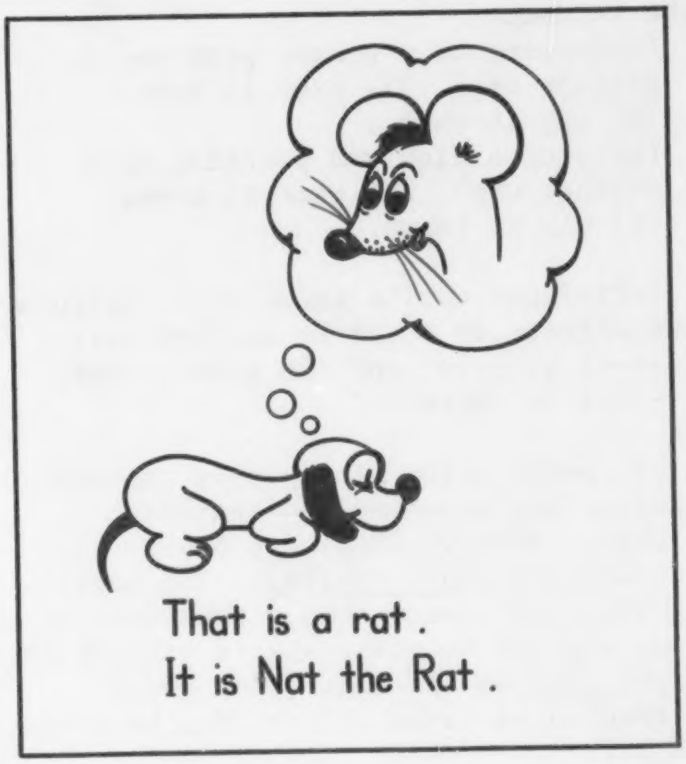
READING

Reading emphasis

Words It, with, pick

Vowel-consonant patterns
-it, -ith, -ick

Initial I-, i-, w-, p-


That is a rat.
It is Nat the Rat.

BIG BOOK II, CHART 25

1. Have the pupils tell what Tiff is dreaming about on Chart 25. Then ask for volunteers to read the sentences that tell:
   What that is in Tiff's dream.
   Who it is.
2. Read the two sentences and have the group read them.

BIG BOOK II, CHART 26

1. Have the pupils observe that in Tiff's dream Nat has a pick. Guide them to say, "It is Nat the Rat with a pick."

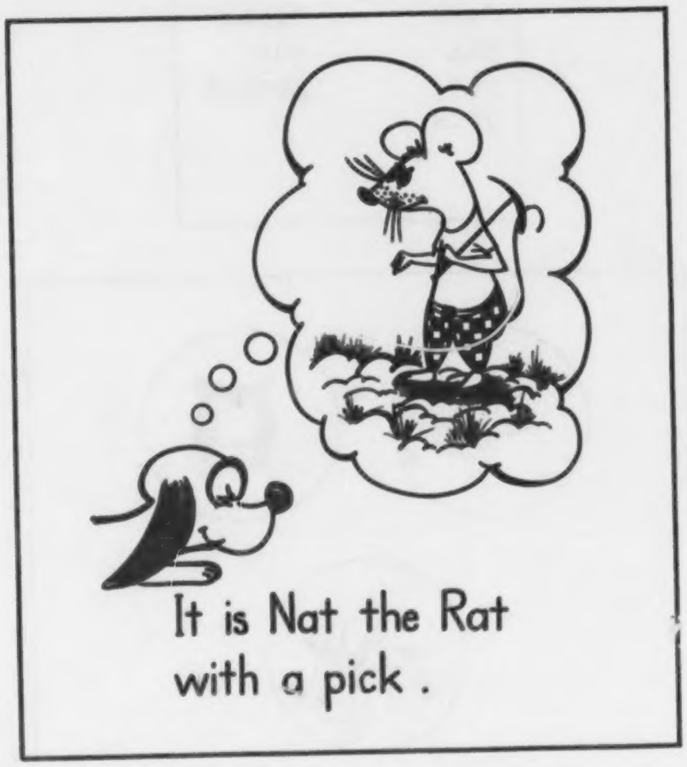
WRITING

Writing emphasis

Words Is, is; It, it; with, pick

Vowel-consonant patterns
is, -it, -ith, -ick

Initial I-, i-, w-, p-


It is Nat the Rat
with a pick.

2. Read the sentence on Chart 26 and have the whole group, small groups and individual pupils read.
3. Have pupils select a sentence strip to match with the chart.
   That is Nat the Rat with a pick.
   It is Nat the Rat with a pick.
4. On Seatwork pages 21 and 22 have the pupils pick out the "sames" in each one of the boxes. Then have them read and complete the sentences and phrases orally.
5. Have the pupils complete Seatwork pages 21 and 22 in writing.

READING

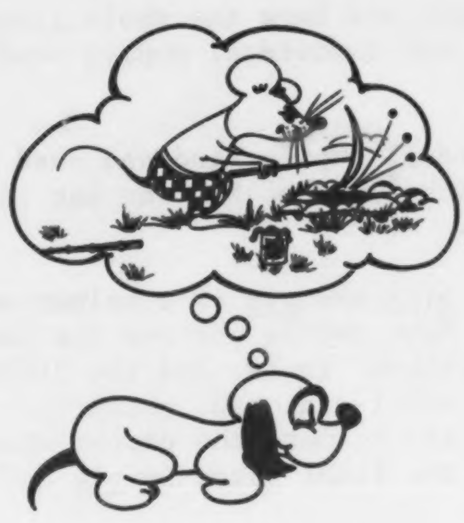
Reading emphasis

Word his

Phrase with his pick

Vowel-consonant pattern -is

Initial h-



Nat the Rat is digging with his pick.

WRITING

Writing emphasis

Words with, pick, cap

Vowel-consonant patterns -ith, -ick

Phrases with a pick, with a cap

BIG BOOK II, CHART 27

1. Have the pupils make statements, ask and answer questions about what Nat is doing in Tiff's dream on Chart 27. Have them observe the fishing pole and the can of worms as they are led to realize that Nat is digging for worms to go fishing. Follow techniques in the foldout.

2. Read the sentence and have the whole group, small groups and individual pupils read.

3. Have individual pupils frame the phrases with his pick, is digging and Nat the Rat in that order. As the pupil frames each phrase, have him read it and then have him read the whole sentence.

4. Write with a pick and with his pick on the chalkboard and contrast them in form and meaning. Have the group read the phrases as you point to them.

5. Write his and hat on the chalkboard and have individual pupils read the words. Ask a volunteer to underline the parts of the words that are the same.

6. Write is and his on the chalkboard. Have the pupils read the words and observe the parts that are the same. Then write pick and pig; wish and with and have them read the words and observe the parts that are different. Help them to hear and to make the proper distinction between the vowel length and the final sound in pick and the vowel length and the final sound in pig (pick - pi-i-ig).

7. Have a pupil pantomime the scene as Tiff saw it in his dream. Have other pupils read the sentence.

8. Have the pupils pick out the "sames" in the first two boxes on Seatwork page 23. In the third box have the pupils identify the word (with or wish) that completes the sentence. Then have them read and complete orally the phrases and sentences on the remainder of the seatwork page.

9. Have the pupils complete Seatwork page 23 in writing.

READING

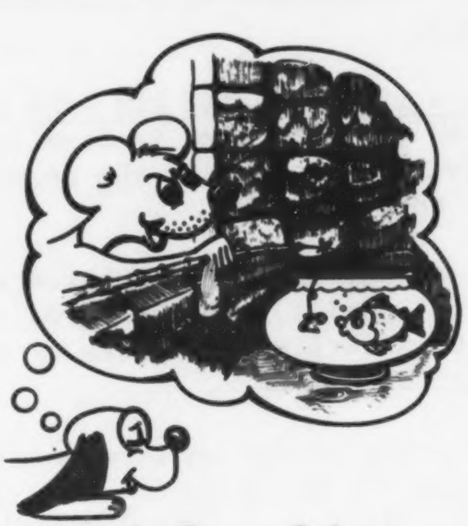
Reading emphasis

Word pin

Phrase with a pin

Vowel-consonant pattern -in

Initial p-



Nat the Rat is fishing.
Nat the Rat is fishing
with a pin.

WRITING

Writing emphasis

Words pin, pick

Phrase with a pin

Vowel-consonant patterns
-in, -ick

Initial p-

BIG BOOK II, CHART 28

1. Identify the fishbowl with the king's fish in it and the safety pin. Then guide the pupils in using There is and Is there and through as they talk about what Nat is doing in Tiff's dream on Chart 28.
   Who is in the window?
   Nat is fishing through the window.
   There is a pin on the end of the string.
   What is Nat doing with the pole?
   Is Nat fishing with a pin?
   Is there a fish in the fishbowl?
   It is the king's fish.

2. Ask for volunteers to read the first sentence that tells what Nat is doing. Read the second sentence and have the whole group, small groups and individual pupils read both sentences.

3. Have individual pupils find and read the sentence that tells what Nat the Rat is fishing with.

4. Write pig, pick and pin in a column on the chalkboard. Have pupils observe the sameness of the initial letter and the differences in the vowel-consonant patterns. Help them to hear and to make the proper distinction between the final sound in pig and that in pick.

5. Place in order of sequence in the pocket chart sentence strips from Charts 25-28. Then have individual pupils read the whole set of sentences.

6. Have individual pupils pantomime Nat the Rat in the different parts of the sequence. As Nat performs, have the group read the sentence that describes what he is doing and ask for a volunteer to remove that sentence strip from the pocket chart.

7. Have the pupils pick out the "sames" in the first two boxes on Seatwork page 24, and the sentence in the third box that refers to the picture of Nat the Rat. Then have them read and complete orally the remaining words and sentence on the seatwork page.

8. Have the pupils complete Seatwork page 24 in writing.

READING

Reading emphasis

Rhythm: reading by structures

his pick
with his pick
digging with his pick
Nat is digging with his pick.

a pin
with a pin
fishing with a pin
Nat is fishing with a pin .

BIG BOOK II, CHART 29

1. **Have the pupils look at the first pyramid of structures. Read each line in the pyramid and have the whole group, small groups and individual pupils read it smoothly and with falling intonation at the end of each line.**

2. **Read the lines at random and have individual pupils find them on the chart and read them.**

3. **Ask for volunteers to read each line in the second pyramid smoothly and with falling intonation. Have the whole group read the pyramid smoothly. Then have individual pupils find and read the lines that you read at random.**

4. **Let two pupils pantomime the sentences in the two pyramids while other pupils find and read the sentences on the chart.**

5. **Have pupils suggest other words they have read in this story which have the same initial letter as pick and pin (Pap, pig). List them in a column on the chalkboard under pick and pin and have the pupils read them.**

6. **Have the pupils draw a picture of Nat digging or Nat fishing, as each prefers.**

7. **Write the two sentences Nat is digging with his pick and Nat is fishing with a pin on the chalkboard. Have each pupil copy the appropriate sentence under his picture.**

WRITING

Writing emphasis

Sentences
Nat is digging with his pick.
Nat is fishing with a pin.

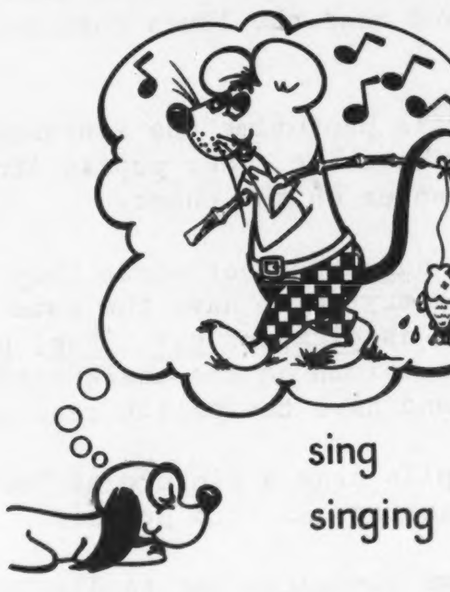
READING

Reading emphasis

Words sing, singing

Vowel-consonant pattern -ing

Initial s-


sing
singing
Nat the Rat is singing.

WRITING

Writing emphasis

Words sing, singing

Vowel-consonant pattern -ing

Initial s-

BIG BOOK II, CHART 30

1. Help the pupils to follow the sequence of events in Tiff's dream by guiding them to talk about Chart 30 in relation to Chart 28. Help them to observe that the musical notes mean that Nat is singing. Follow techniques in the foldout.

   Is Nat fishing now?
   He was fishing before.
   Nat is singing now.
   There is a fish on the end
     of Nat's fishing pole.
   Where was it before?
   Whose fish is it?
   Nat is happy. He's singing.

2. Read the words and sentence on Chart 30 and have the whole group, small groups and individual pupils read.

3. Put king and sing on the chalkboard and have the pupils read them. Have pupils observe the difference in the initial letters and ask a volunteer to underline the parts that are the same in both words.

4. Put sentence strips in the pocket chart as follows:

   Nat the Rat is singing.
   Tiff is napping.
   Pap Pig is sitting.
   Rab Rabbit is fishing.

   Have each of four pupils wearing appropriate masks pantomime a sentence and four other pupils read the appropriate sentence in each case.

5. Have the pupils read the words and tell which are the "sames" in each box at the top of Seatwork page 25. Have them read and complete the sentences beside the picture. Then have them read and complete orally the remaining words and sentences on the seatwork page.

6. Have the pupils complete Seatwork page 25 in writing.

READING

BIG BOOK II, CHART 31

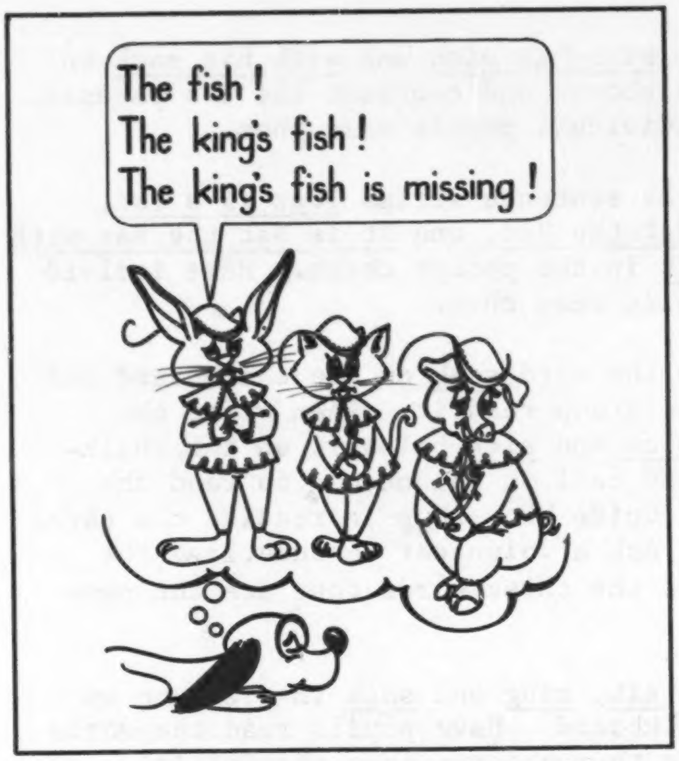
Reading emphasis

Words miss, missing

Vowel-consonant pattern -iss

Initial m-

Exclamation point


The fish!
The king's fish!
The king's fish is missing!

1. Have the pupils talk about Chart 31 in relation to Chart 28 in order to help them understand the situation. Show them the empty fishbowl they used for the pantomiming of the situation on Chart 28. Follow techniques in the foldout.
   What was Nat the Rat doing on Chart 28?
   Is the fish in the fishbowl now?
   The king's fish isn't in the fishbowl.
   It is missing.
   The king's guards are sad.
   Rab is talking.

2. Ask for two volunteers to read the first two lines of what Rab says as they think Rab would say them. Remind the pupils that the exclamation point signals surprise.

3. Read the third line that Rab speaks and have the whole group, small groups and individual pupils read it with appropriate expression.

4. Dramatize the situation on Chart 31, adding the empty fishbowl. Have the three pupils portraying the guards each read a line. Then have "Rab" read the whole chart. Guide "Rab" to use the appropriate intonation.

5. Write the words milk and miss in a column on the chalkboard and have the pupils read them. Help them to observe that both words begin the same but end differently. Write missing under miss to help the pupils see the relationship between the two words. Have them read both words. Write Miss Min under miss. Have them read and observe the difference in capitalization.

6. Have the pupils read what Rab says on Seatwork page 26. Then have them read the sentences under box 1 with the appropriate Yes - No answers.

7. Have the pupils read the words in boxes 2 and 3 and have them tell which words begin with the same letter in each box. Have them read and complete orally the other words and sentences on the seatwork page.

8. Have the pupils complete Seatwork page 26 in writing.

WRITING

Writing emphasis

Words miss, missing

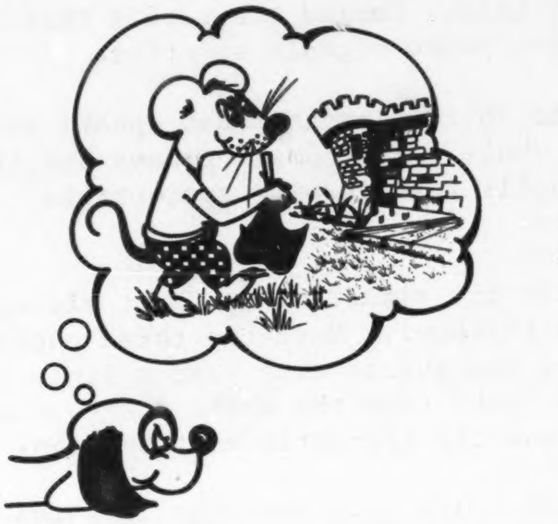
Vowel-consonant pattern -iss

Initial m-

Exclamation point

READING

Reading emphasis
Word sack Vowel-consonant pattern -ack Initial s-



It is Nat the Rat with his sack.

WRITING

Writing emphasis
Words sack, pick Vowel-consonant patterns -ack, -ick Initial s-, p-

BIG BOOK II, CHART 32

1. Have the pupils observe that in Tiff's dream on Chart 32 Nat the Rat is going back to the castle with his pick in his sack. Guide them in using the phrases in his (sack) and to the (castle). Follow techniques in A, B and C of the foldout.
   Nat the Rat is going to the castle.
   Whose castle is it?
   What does Nat have in his hands?
   Where is his pick?

2. Read the sentence on Chart 32 and have the whole group, small groups and individual pupils read.

3. Write with his pick and with his sack on the chalkboard and contrast the two phrases. Have individual pupils read them.

4. Put the sentence strips That is a rat, It is Nat the Rat, and It is Nat the Rat with his sack in the pocket chart. Have individual pupils read them.

5. Write the word sack on the chalkboard and have the group read it. Then write the words pick and sick below it on the chalkboard and call on volunteers to read the three words. Guide the group in reading the three words. Ask a volunteer to underline the parts of the three words that are the same (ck).

6. Write sit, sing and sack in a column on the chalkboard. Have pupils read the words and have them observe that the initial letter in the three words is the same, but the end is different in each. Have a volunteer underline the parts of the words that are the same.

7. On Seatwork page 27 have the pupils pick out the "sames" in boxes 1-4. Then have them show which part of the picture goes with each phrase in box 5 and which picture goes with each pair of sentences in boxes 6-7. Have the pupils read and complete orally the other phrases and the sentence on the seatwork page.

8. Have the pupils complete Seatwork page 27 in writing.

READING

Reading emphasis

Rhythm: reading by structures

miss
missing
is missing
The king's fish is missing.

sing
singing
is singing
Nat the Rat is singing.

WRITING

Writing emphasis

Sentence Nat the Rat is singing.

BIG BOOK II, CHART 33

1. Have the pupils look at the top pyramid of structures. Read the lines one by one and have the whole group, small groups and individual pupils read them with smooth rhythm and falling intonation at the end of each line.

2. Ask for volunteers to read the second pyramid line by line. Guide the pupils to use smooth rhythm and appropriate intonation.

3. Read at random lines from the chart and have individual pupils frame and read the line you read.

4. Ask pupils to find and read the line that tells what is missing and the line that tells what Nat the Rat is doing.

5. Ask for volunteers to read the whole chart.

6. Have individual pupils build similar pyramids of structures by arranging word, phrase and sentence strips that correspond to Charts 27 and 28.

Chart 27	Chart 28
dig	fish
digging	fishing
is digging	is fishing
Nat is digging.	Nat is fishing.

7. Have the pupils draw a picture to illustrate Nat the Rat is singing. Let them use Chart 30 as a model.

8. Have them copy the sentence under the picture.

READING

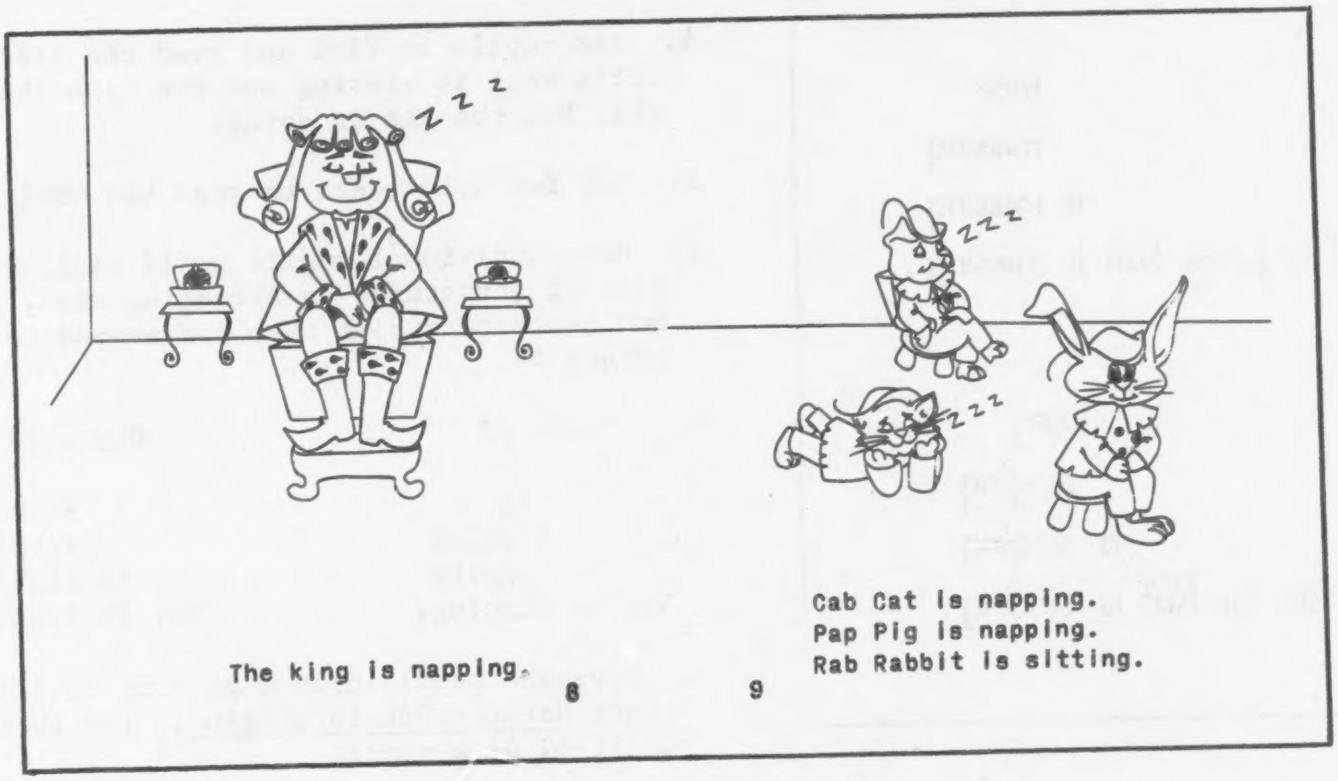
Skills emphasis

Drawing conclusions from the observation of details

Identifying personal traits

Reading emphasis

Word napping


The king is napping.

Cab Cat is napping.
Pap Pig is napping.
Rab Rabbit is sitting.

8 9

PUPILS' BOOK PAGES 8-9

1. Have the pupils ask and answer questions with Where, Whose and Who as they talk about the picture on pages 8-9. Bring out the contrast of in-on. Follow techniques in the fold-out.
   Where are the king and the guards?
   Whose pin is in the box?
   Where are the boxes?

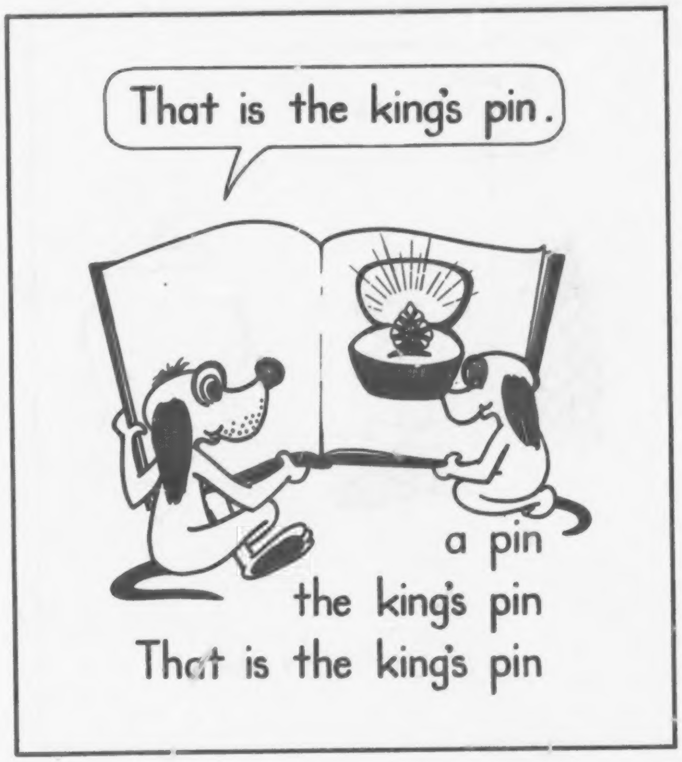
2. Have the pupils tell what the king is doing and how they can tell. Then have them read the sentence that tells what the king is doing. Be sure they remember the meaning of z-z-z.

3. Have the pupils tells what each one of the king's guards is doing on page 9, how they can tell Cab and Pap are napping and if they think all of them are good guards.

4. Have individual pupils wearing face masks of Kim, Rab, Cab and Pap each stand in that order. Have the rest of the group read the line that tells what each is doing.

READING

Reading emphasis
Word pin
Vowel-consonant pattern -in
Initial p-
Phrase the king's pin


That is the king's pin.
a pin
the king's pin
That is the king's pin

WRITING

Writing emphasis
Word pin
Vowel-consonant pattern -in

BIG BOOK II, CHART 34

1. Have the pupils observe that on Chart 34 Tiff is awake and Biff is showing him the picture book again. Have them identify the king's pin as well as other kinds of pins (a safety pin, a straight pin and a brooch). Distribute the pins in order to practice the use of the genitive 's and my-mine, your-yours, her-hers, his-his. Follow techniques in A, B and C of the foldout.
   That is the king's pin.
   It's the king's.
   That is my pin. It's mine.
   That is your pin. It's yours.
   Maria doesn't have her pin. She has Juan's and I have hers. He has his pin.
   Biff and Tiff are looking at the king's pin.

2. Ask what they think Biff is telling Tiff as he shows him the king's pin. Then ask for a volunteer to read it from the balloon on Chart 34.

3. Ask for volunteers to read the first line below the picture. Read it and have the group read it. Follow the same procedure with the second and third lines.

4. Ask pupils to find and read the king's pin wherever it appears on the chart. Help them to hear and make the proper distinction between the final sound in pin and that in king.

5. Have the pupils read the words in the boxes on the left on Seatwork page 28 and have them tell which are the "sames" in each box.

6. Have the pupils read the sentences at the top of the page and look at the numbered pictures and words beside the sentences. Then have them tell the word that completes the incomplete sentences in each pair.

7. Have the pupils read and complete orally the words and sentences on the lower section of the seatwork page.

8. Have the pupils complete Seatwork page 28 in writing.

READING

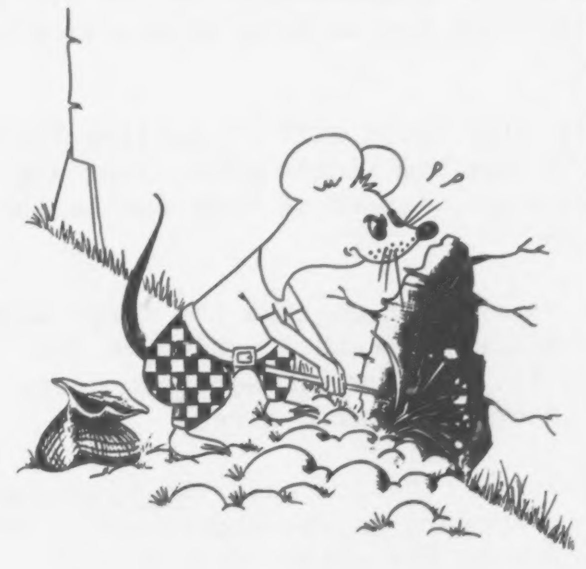
Skills emphasis

- Drawing conclusions through the observation of details
- Recalling events
- Identifying feelings and emotional reactions
- Anticipating events

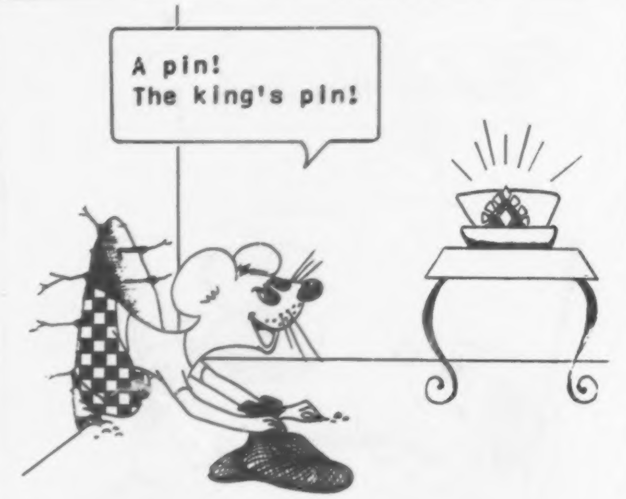
Reading-writing emphasis

Word pin

Phrase the king's pin



Nat the Rat is digging. 10


A pin!
The king's pin!

11 It is the king's pin.

PUPILS' BOOK PAGES 10-11

1. Help the pupils to follow the sequence of events by having them look at pages 8-9 again before turning to page 10. Have them tell what the king and his guards were doing and then have them read what Nat is doing on page 10.

2. Have the pupils look at the picture on page 10 as they ask and answer questions about what Nat is digging with, where the sack is, where the hole is and what they think he is digging the hole for.

3. Have the pupils look at the picture on page 11 and tell if they think Nat is pleased and why, what he has a sack for and where he is. Guide them to practice saying, "He's getting into the castle through a hole." Follow techniques in the foldout.

4. Have the pupils read what Nat says when he sees the pin. Have them observe the exclamation point as they read with appropriate intonation.

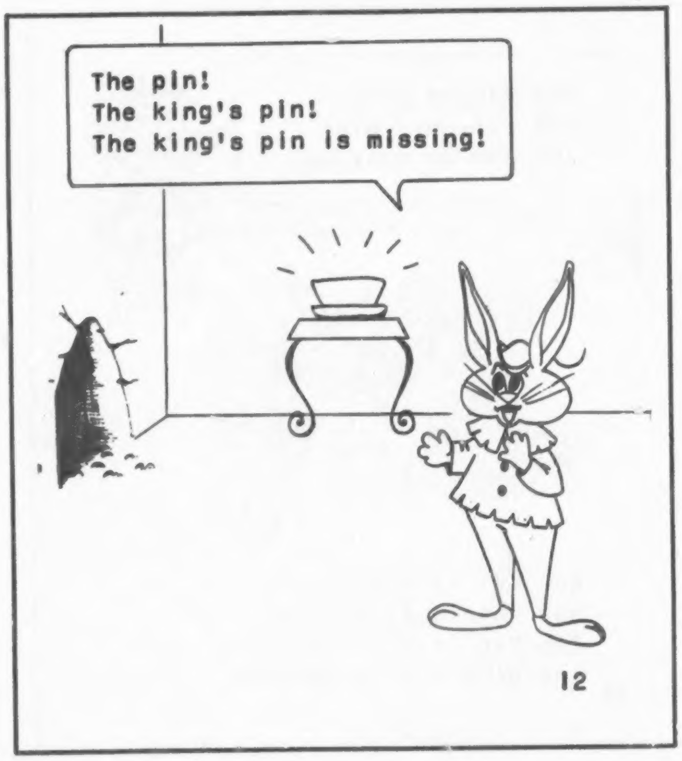
5. Have the pupils read the sentence that tells whose pin Nat sees.

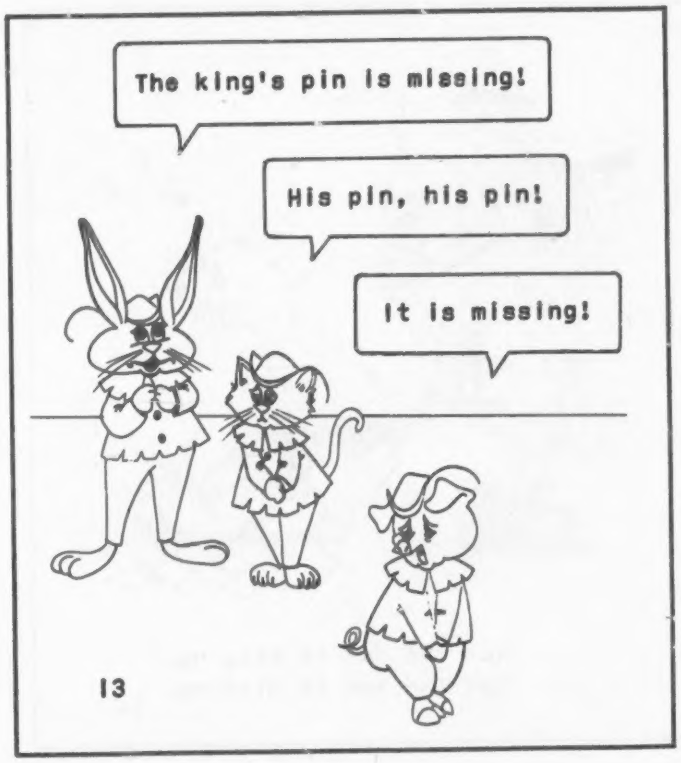
6. Have the pupils draw the pin and label their drawings The king's pin.

READING

Skills emphasis
Recalling events Identifying cause-effect relationships Identifying feelings and emotional reactions

Reading emphasis
Words his, missing


The pin!
The king's pin!
The king's pin is missing!
12


The king's pin is missing!
His pin, his pin!
It is missing!
13

PUPILS' BOOK PAGES 12-13

1. Have the pupils look at page 12 and tell:
   What is happening.
   What was in the box, but is now missing.
   Why there is a hole in the wall.

2. Have them observe the surprised, alarmed look on Rab's face and tell why they think he's surprised.

3. Have the pupils read what Rab says when he finds the pin missing. Guide the pupils to use appropriate intonation as signaled by the exclamation point.

4. Have the pupils look at page 13 and observe that all the guards look sad. Have them tell:
   Why they look so sad.
   What Cab and Pap were doing before.
   What Nat was doing before.
   Who they think has the king's pin.

5. Have individual pupils read what each one of the guards says. Have the rest of the group read each line. Guide the pupils to use appropriate intonation by modeling as much as necessary.

READING

Skills emphasis

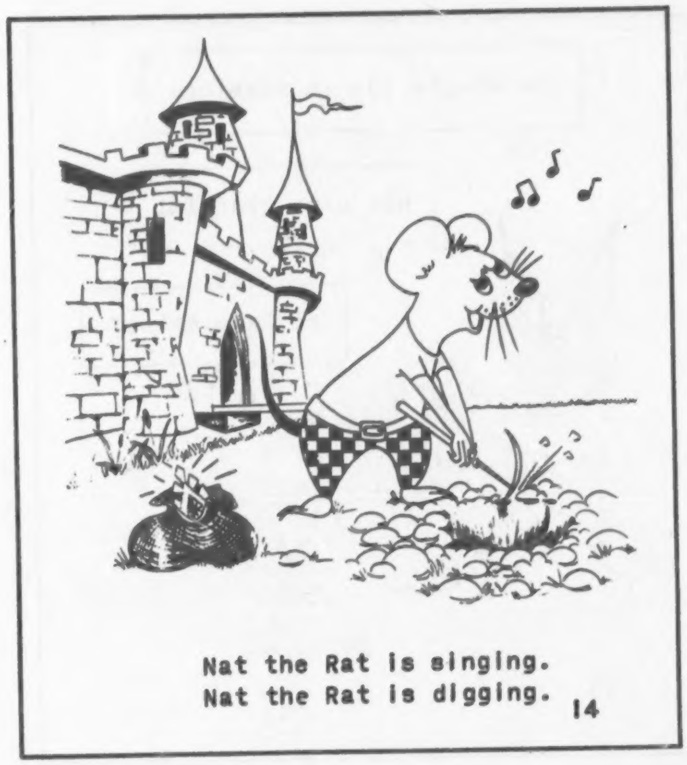
Drawing conclusions through observation of details

Identifying feelings and emotional reactions

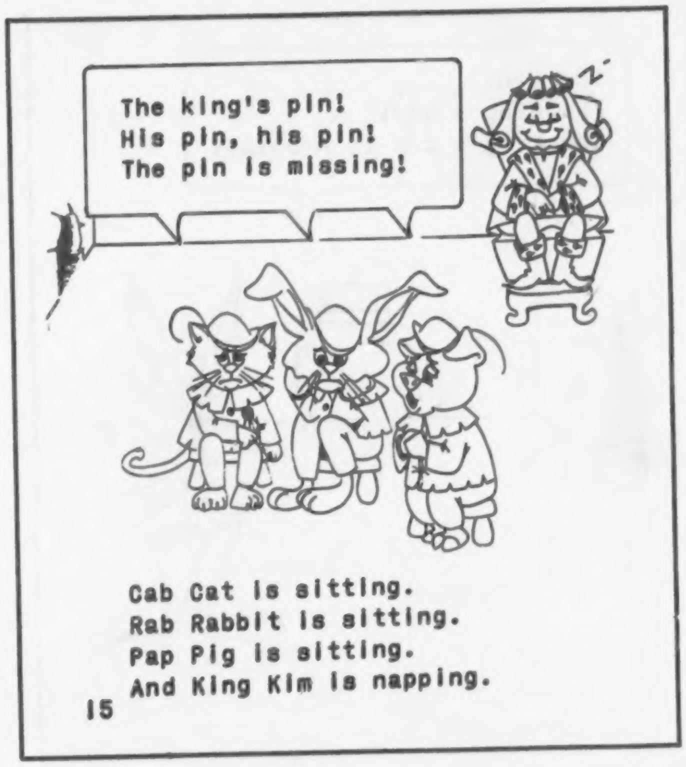
Associating personal experiences with events in the story

Reading emphasis

Word singing



Nat the Rat is singing.
Nat the Rat is digging.
14



The king's pin!
His pin, his pin!
The pin is missing!

Cab Cat is sitting.
Rab Rabbit is sitting.
Pap Pig is sitting.
And King Kim is napping.
15

PUPILS' BOOK PAGES 14-15

1. Have the pupils look at the picture on page 14 and have them tell:
    - Where Nat is and what he's doing.
    - Why they think Nat is digging.
    - If he's happy while he's digging.
    - How they know he's happy.

2. Have individual pupils read the sentences that tell what Nat is doing. Then have them tell if there is anything else on that page that shows them Nat is singing.

3. Help the pupils say Nat is digging a hole in the ground now. He was digging a hole in the wall before.

4. Have the pupils observe the unhappy faces of the guards in contrast to the happy face of the king. Have them tell:
    - Why the guards look unhappy.
    - Why the king looks happy.
    - Who is talking.
    - How they feel when they lose something.

5. Have three pupils impersonating the guards read what they are saying as they think the guards would have said it. Have them observe the exclamation point. Then have other pupils read the sentences that tell what each character is doing.

GUIDED REVIEW

Pages 8 - 11 (Nat Gets into the Castle)
Pages 12 - 15 (The Pin is Missing!)

Skills emphasis

- Recalling events
- Associating personal experiences with events in the story
- Drawing conclusions through the observation of details
- Identifying cause-effect relationships
- Anticipating events
- Identifying important events in the narrative

Guide the pupils to review pages 8-15. Have them verify their answers to questions by referring to pictures.

Sample questions:
- What is the king doing when this episode begins?
- What are Cab and Pap doing?
- Is Rab sleeping?
- How does Nat get into the king's castle?
- What does Nat take away in his sack?
- Who discovers that the pin is missing?
- What do the guards do about the pin?
- What is Nat going to do with the pin?
- Does the king know that the pin is missing? Why not?
- What are the most important events in these episodes?

PAGES 8-9

Have the pupils:
- Find and read the line that tells who is the only guard that isn't napping.
- Tell why they think Rab isn't napping.
- Tell if they would go to sleep if they were told to watch a little brother or sister or to take care of a pet for someone.

PAGES 10-11

Have the pupils:
- Find and read what Nat is saying.
- Tell why Nat is excited.
- Tell why they think Nat has a sack.

PAGES 12-13

Have the pupils:
- Find and read what Rab says when he finds the king's pin is missing.
- Find and read what Pap says when he learns the king's pin is missing.
- Tell what Pap could say instead of It.

PAGES 14-15

Have the pupils:
- Find and read the sentence that shows that Nat is happy.
- Tell where Nat is digging and why.
- Find and read the line that tells the only character that is napping now.
- Tell where the guards are and what they are doing.

SEATWORK PAGE 29

TEST 2

1. Have the pupils circle the "sames" in each box at the top of Seatwork page 29.

2. In the next four boxes have the pupils circle the appropriate word or phrase.

3. In the last two boxes have the pupils draw lines connecting each picture with an appropriate sentence.

SEATWORK PAGE 30

1. Guide the pupils in reading, then singing the first stanza of "The King" on Seatwork page 30. For music, see Appendix, page 68.

TEST 3

2. Have the pupils fill in the blanks with the numbers of the words that complete the sentences.

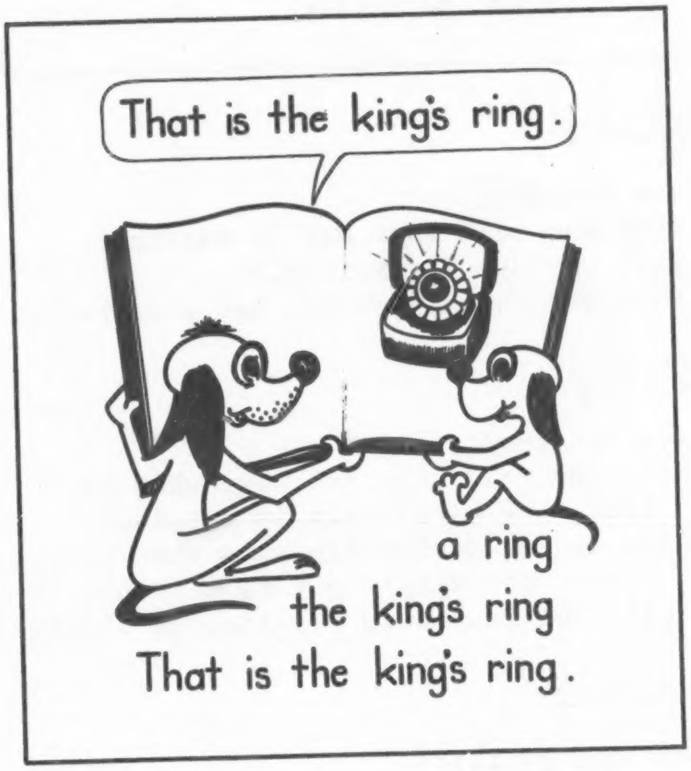
READING

Reading emphasis

Word attack ring

Vowel-consonant pattern -ing

Initial r-


That is the king's ring.
a ring
the king's ring
That is the king's ring.

WRITING

Writing emphasis

Word ring

Vowel-consonant pattern -ing

Initial r-

BIG BOOK II, CHART 35

1. Help the pupils to follow the sequence in the "big book" by asking what Biff and Tiff were looking at on Chart 34. Show Chart 34 again. Then guide the pupils to talk about the ring on Chart 35 and about other rings the pupils may be wearing. Follow techniques in the foldout.
   Is the ring big or little?
   It is pretty. It sparkles.
   Where is it?
   Whose ring is it?

2. Write the words king and sing on the chalkboard. Ask the group to read them and then underline the parts that are the same in both words. Write the word rat and have the pupils read it. Then ask the pupils to find and read on Chart 35 a word that ends like king and begins like rat. Write ring under king and sing on the chalkboard. Ask for volunteers to point to what Biff is telling Tiff and to read it.

3. Have groups and individual pupils read it.

4. Ask for volunteers to read the lines under the picture. Read them and have the group read them.

5. Ask for volunteers to find and read the two sentences that tell who the ring in the picture belongs to.

6. Have the pupils read the words in each box at the top of Seatwork page 31 and tell which words are the "sames". Then have them read the questions that refer to the pictures and identify the appropriate Yes - No answers for each.

7. Have the pupils read and complete the phrase, questions and answer on the lower section of the seatwork page.

8. Have the pupils complete Seatwork page 31 in writing.

READING

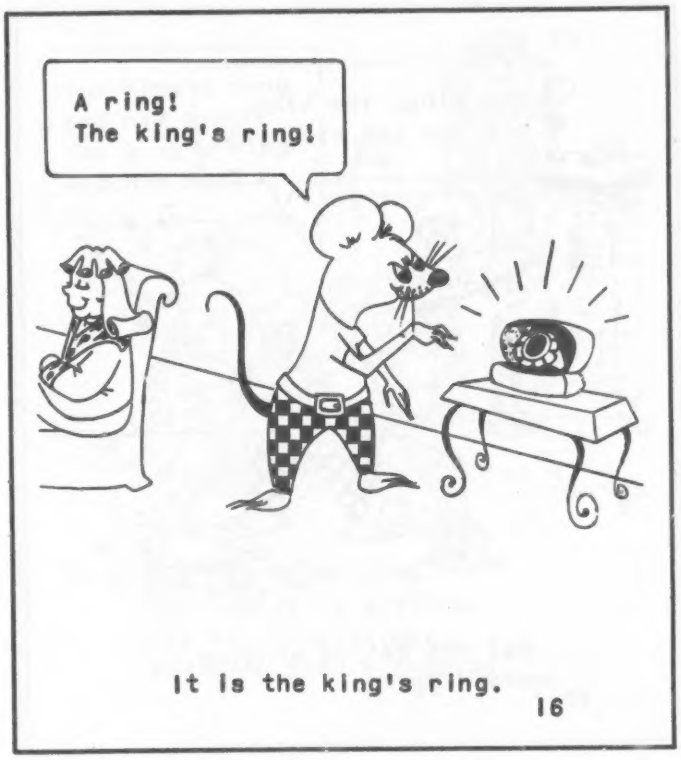
Skills emphasis

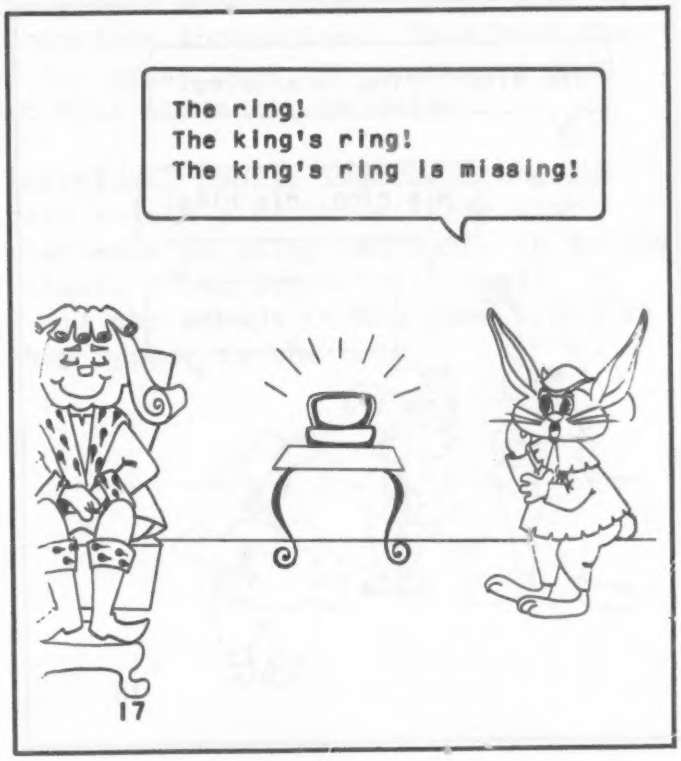
Recalling events

Drawing conclusions through observation of details

Reading emphasis

Word ring


A ring!
The king's ring!
It is the king's ring.
16


The ring!
The king's ring!
The king's ring is missing!
17

PUPILS' BOOK PAGES 16-17

1. Have the pupils turn to page 15 to recall what the guards are doing. Then have them talk about where Nat is now and what he sees in the box on the table.

2. Have a group of pupils wearing Nat face masks read what Nat is saying as he would say it and the rest of the group read the sentence below the picture that tells what he sees.

3. Have the pupils tell who sees that the ring is missing and lead them to talk about the surprised look on Rab's face. Guide the group to ask, "What is missing?" "What was missing before?" and "What two things are missing now?" Call on volunteers to answer.

4. Have the pupils read what Rab says when he finds out that the ring is missing. Guide them to use appropriate intonation.

5. Have pupils dramatize the situation on pages 16 and 17.

READING

Skills emphasis

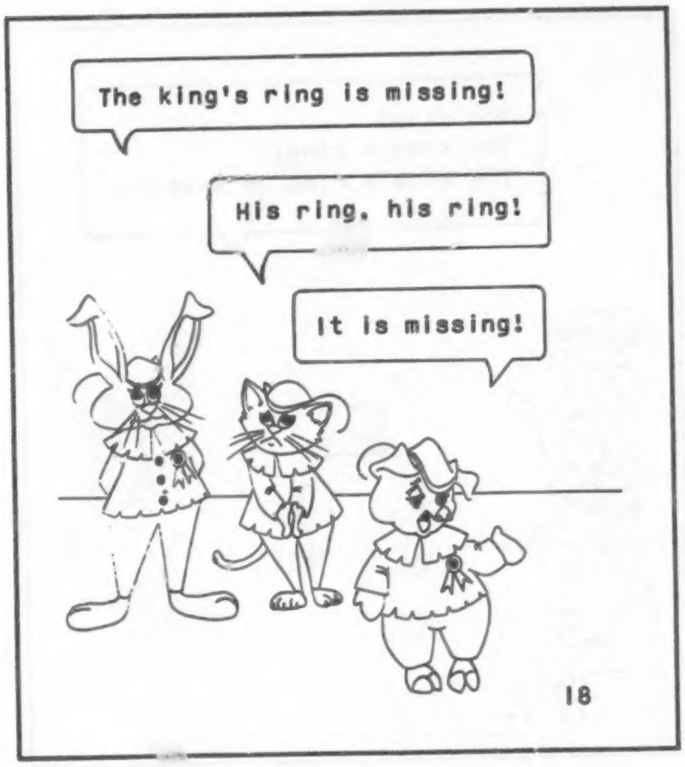
Identifying feelings and emotional reactions

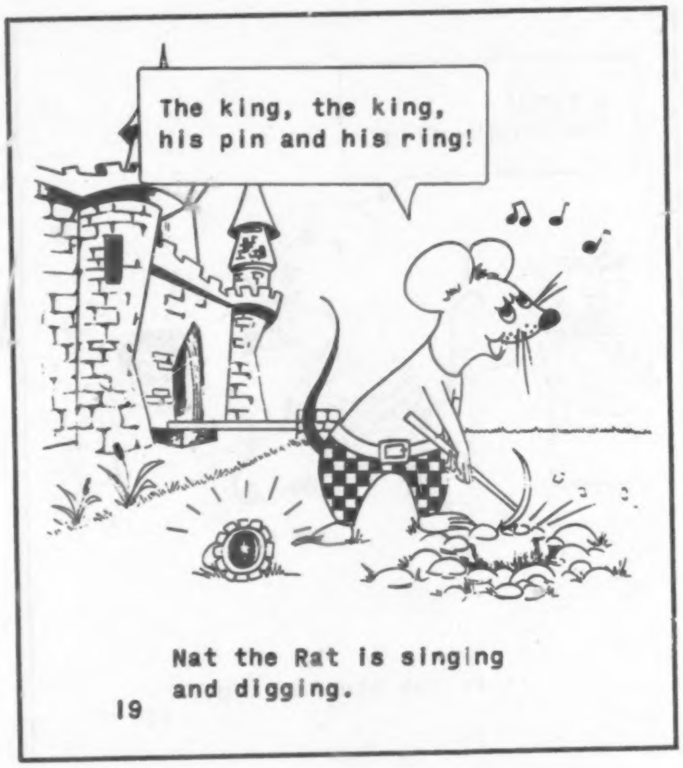
Identifying cause-effect relationships

Recalling events

Reading emphasis

Words ring, pin, king


The king's ring is missing!
His ring, his ring!
It is missing!
18


The king, the king, his pin and his ring!
Nat the Rat is singing and digging.
19

PUPILS' BOOK PAGES 18-19

1. Have the pupils talk about the guards on page 18 and how sad they look. Guide them to ask and answer questions about the situation, using the verb take. Follow techniques in the foldout.

   Why do the guards look sad?
   What is missing?
   Who took the ring?
   Nat the Rat took the king's pin and his ring.

   Help the pupils practice making the distinction between the final sound in pin and the final sound in ring.

2. Have small groups of pupils wearing face masks read what each guard is saying. Guide them to use appropriate intonation.

3. Have the pupils talk about the picture on page 19.

   Nat is digging a hole in the ground.
   The ring is on the ground.
   Where was the ring before?
   What is Nat going to do with the ring?

4. Have a group of pupils read what Nat is singing and another group read the sentence below the picture that tells what he is doing.

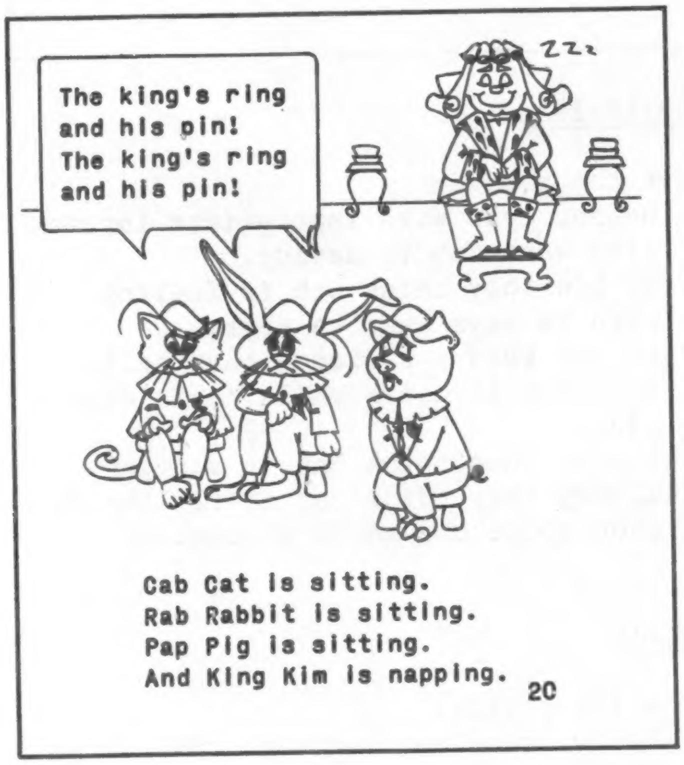
READING

Skills emphasis

Identifying feelings and emotional reactions

PUPILS' BOOK PAGE 20

1. Have the pupils make statements, ask and answer questions about the picture on page 20 as they practice using still, took and them. Follow techniques in the foldout.
   The king is still sleeping.
   Pap isn't sleeping, but he's sleepy.
   The pin and the ring are not in their boxes. They are missing.
   Nat the Rat took them.
   Are the guards worried? Why?
   Are the guards trying to get the pin and the ring back?
2. Have three pupils wearing face masks read what the guards are saying. Guide them to use appropriate intonation. Then have the rest of the group read the sentences that say what each character is doing.
3. Let individual pupils impersonating the characters select a sentence strip that tells what each is doing and place it in the pocket chart. Then let a fifth pupil arrange all the strips in the same order in which they appear in the book.



Cab Cat is sitting.
Rab Rabbit is sitting.
Pap Pig is sitting.
And King Kim is napping.
20

READING

Reading emphasis

Words pin, ring, king's

GUIDED REVIEW

Pages 16 - 20
(The Ring is Missing!)

Skills emphasis

Recalling events

Drawing conclusions through the observation of details

Identifying feelings and emotional reactions

Guide the pupils to review pages 16-20. Have them verify their answers to questions by referring to pictures.

Sample questions:

- While the guards are sitting around talking, what does Nat the Rat do?
- Who discovers that the ring is missing?
- What does Rab do when he discovers the loss?
- What does Nat do with the ring?
- While Nat is burying the ring, what are the guards doing and what is the king doing?

PAGES 16-17

Have the pupils:

- Find and read what Nat says when he sees the king's ring.
- Tell how they think Nat feels and what Nat is going to do.
- Tell why they think the guards aren't watching.
- Find and read what Rab says when he discovers that the ring is missing.

PAGES 18-19

Have the pupils:

- Find and read with appropriate intonation what Cab is saying.
- Tell how they think Cab is feeling when he says what he says.
- Find and read a sentence that tells what Nat is doing while he is digging.
- Tell why they think Nat is singing.
- Tell why they think Nat is feeling so good about the whole situation.

PAGE 20

Have the pupils:

- Find and read the sentence that shows that King Kim couldn't know what is happening in his castle.
- Tell why they think the guards just sit and do nothing.
- Tell what they think King Kim would do if he caught Nat.
- Tell what they think King Kim would do to the guards if he woke up and found the pin and the ring missing.

SEATWORK PAGE 32

1. Guide the pupils in reading the second stanza of "The King!" on Seatwork page 32. Then have them sing it. For music see Appendix, page 68.

TEST 4

2. In boxes 1-3 on Seatwork page 32, have the pupils circle the phrase and sentences below as you read them.

The king's ring
Nat is singing.
King Kim's ring is missing.

3. Have the pupils circle the sentence in box 4 that refers to the picture.

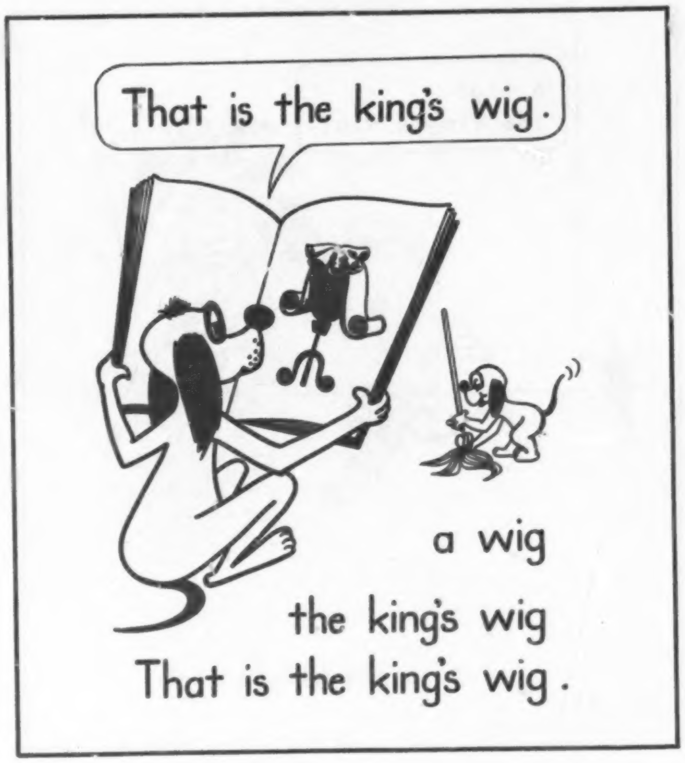
READING

Reading emphasis

Word attack wig

Vowel-consonant pattern -ig

Initial w-


That is the king's wig.
a wig
the king's wig
That is the king's wig.

BIG BOOK II, CHART 36

1. Guide the pupils in talking about Biff and Tiff on Chart 36. Follow techniques in the foldout.
   Biff is looking at the king's wig.
   Tiff is taking the handle off the mop.

2. Write pig and dig in a column on the chalkboard and beside them write wish. Have the pupils read the words, then have a volunteer read from the chart a word that ends like pig and begins like wish.

3. Have the pupils read what Biff is saying. Then have them read the lines below the pictures.

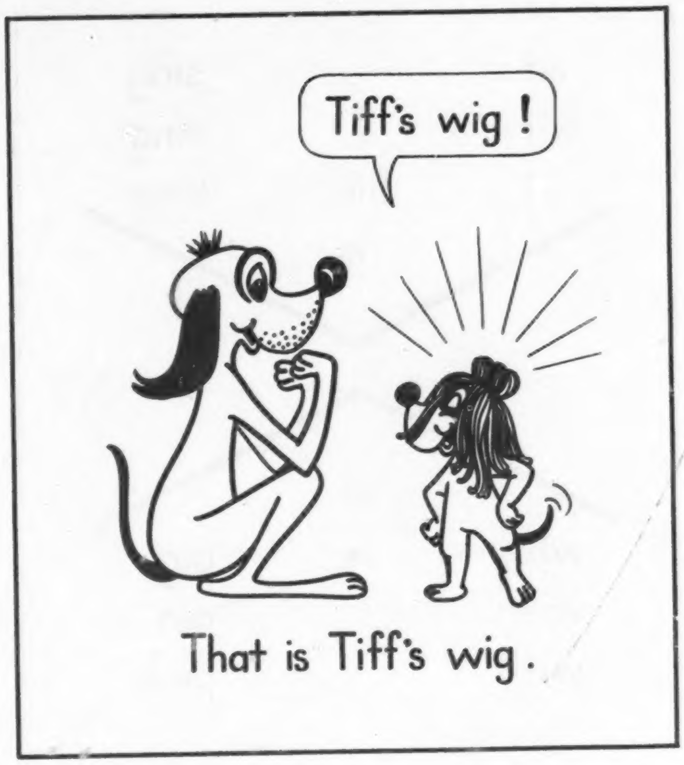
WRITING

Writing emphasis

Word wig

Vowel-consonant pattern -ig

Initial w-


Tiff's wig!
That is Tiff's wig.

BIG BOOK II, CHART 37

1. Guide the pupils in talking about Biff and Tiff on Chart 37. Follow techniques in the foldout.
   Tiff has the mop on his head.
   The mop looks like a wig.
   The mop is Tiff's wig.

2. Have the pupils read what Tiff is saying. Then have them read the lines below the picture.

3. Have the pupils select the "sames" in the boxes of Seatwork 33, tell the number that completes each sentence, and complete orally the dotted phrases and sentences. Then have them complete the page in writing.

READING

Reading emphasis

Word wig

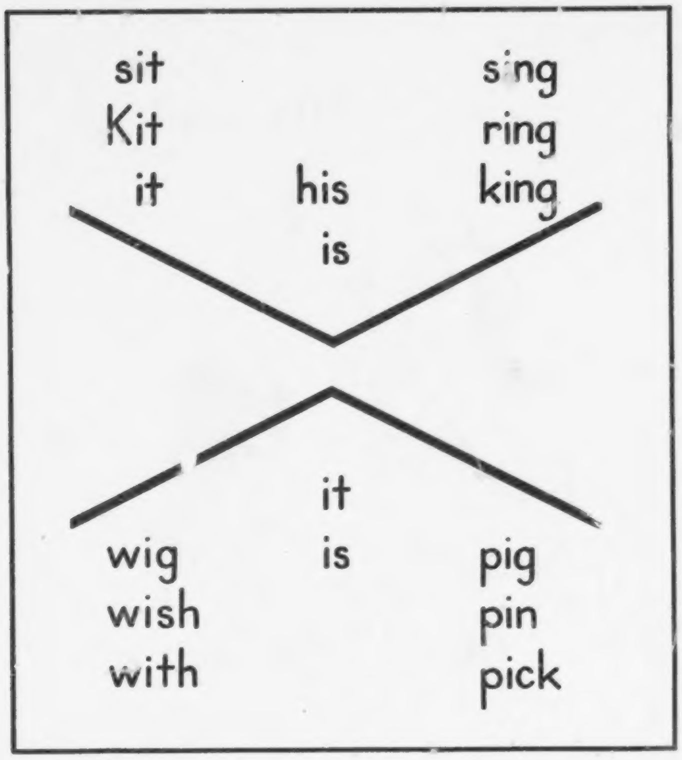
Vowel-consonant patterns
-it, -is, -ing

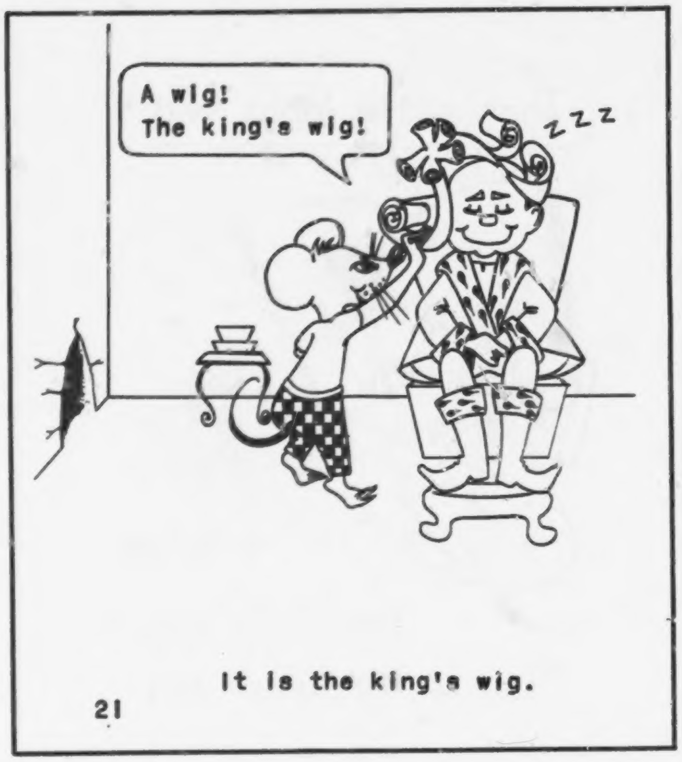
Initial w-, i-, p-

Skills emphasis

Drawing conclusions through observation of details

Identifying feelings and emotional reactions




A wig!
The king's wig!
z z z
It is the king's wig.
21

BIG BOOK II, CHART 38

1. Have the pupils read the words in the right and left columns at the top of Chart 38. Help them to observe that in each group the words begin with different letters but end the same. Then have them read his and is.

2. Have the pupils read the lower part of the chart, noting that the initial letter in each group of words is the same but the final letters are not.

3. Have individual pupils volunteer to read the various columns as you identify them by ending letters or initial letters.

PUPILS' BOOK PAGE 21

1. Help the pupils to talk about page 21, Nat's happy look at seeing the king's wig and why he is so happy.

2. Have a group of pupils read what Nat is saying and another what it is that he's taking now.

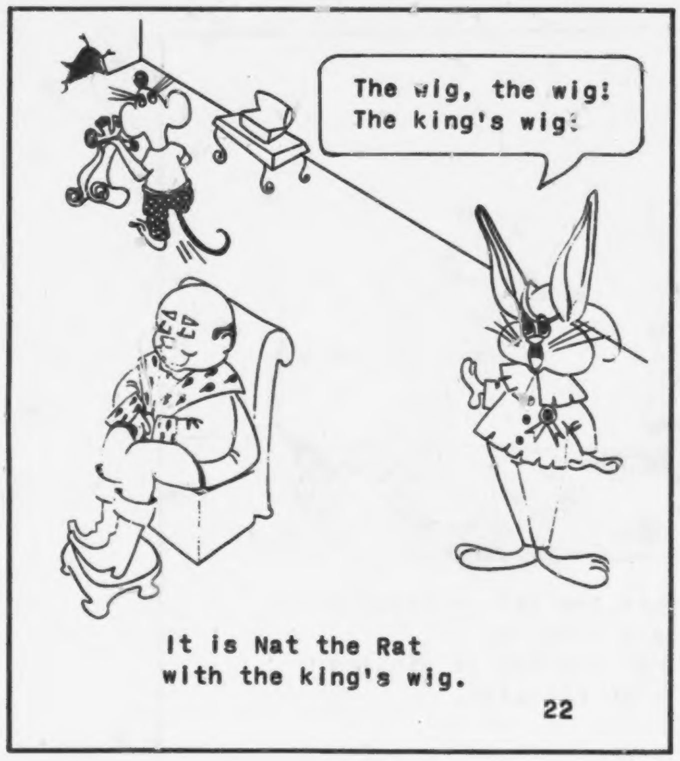
3. Have the pupils tell which words begin the same in each box on the left of Seatwork 34 and which words end the same on the right. Then have them tell which letters are missing in the dotted words.

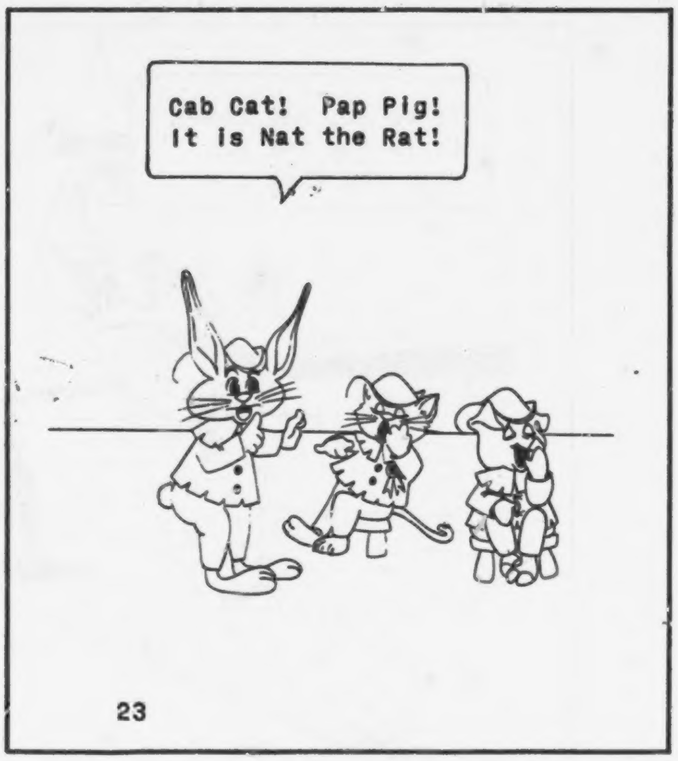
4. Have the pupils complete the seatwork page in writing.

READING

Skills emphasis
Drawing conclusions through observation of details Identifying personal traits

Reading emphasis
Words with, wig


The wig, the wig!
The king's wig!
It is Nat the Rat
with the king's wig.
22


Cab Cat! Pap Pig!
It is Nat the Rat!
23

PUPILS' BOOK PAGES 22-23

1. Guide the pupils to make statements, ask and answer questions about the situation on page 22. Follow techniques in the foldout.
   Nat took the wig off the king's head.
   What is he doing with the wig?
   Rab sees Nat with the king's wig.

2. Have a group of pupils read what Rab is saying and another the sentence that tells who is taking the king's wig away.

3. Have the pupils tell why they think Cab and Pap are not with Rab Rabbit.

4. Have the pupils look at page 23 and tell what Pap and Cab were doing while Nat was taking the wig away and whether they think Pap and Cab are good guards.

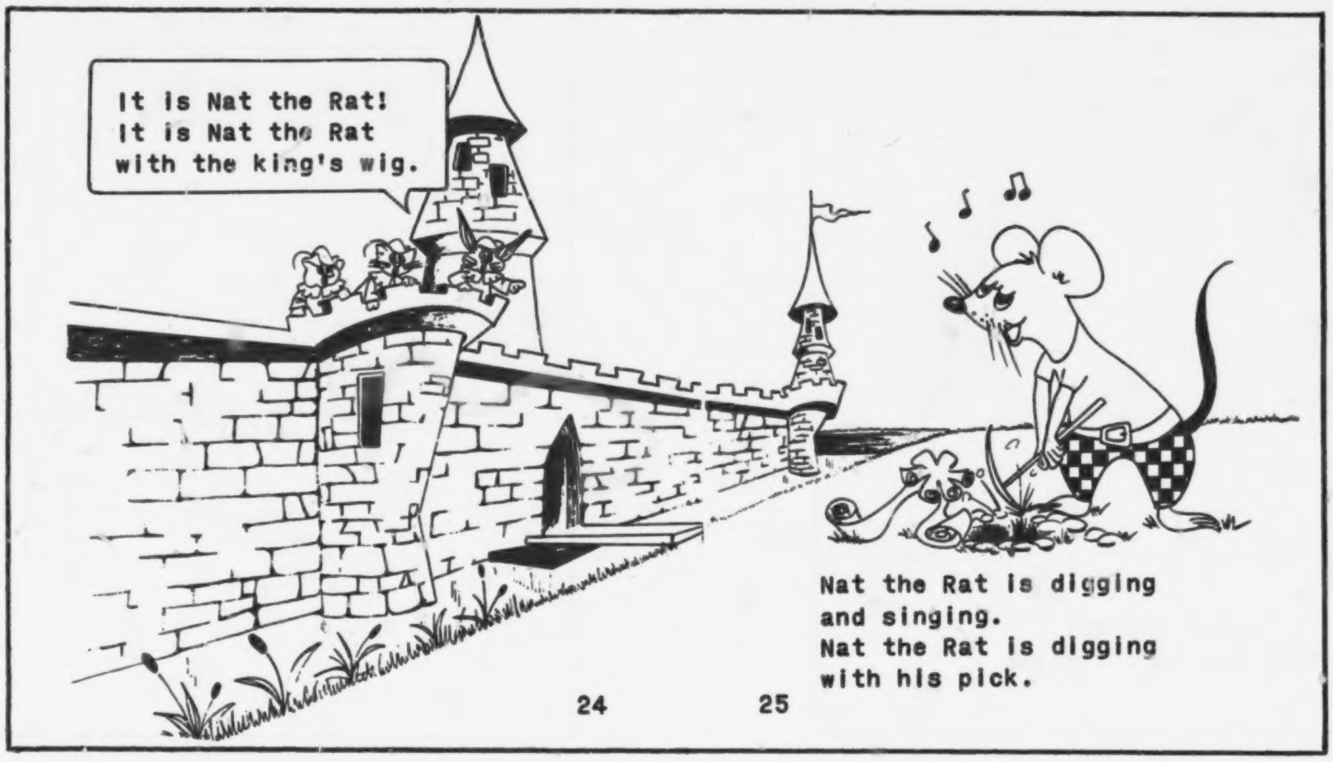
5. Have the pupils read what Rab is saying to wake Pap and Cab up.

6. Have five pupils dramatize the situation on pages 22 and 23. Have the rest of the group act as narrators.

READING

Skills emphasis
Drawing conclusions through observation of details Anticipating events

Reading emphasis
Word pick


It is Nat the Rat!
It is Nat the Rat
with the king's wig.
Nat the Rat is digging
and singing.
Nat the Rat is digging
with his pick.
24
25

PUPILS' BOOK PAGES 24-25

1. Guide the pupils in making statements, asking and answering questions about the situation on pages 24-25. Help them to tell who is the first to discover Nat and why Nat is burying the wig. Follow techniques in the foldout.
    Where are the guards now?
    Is Nat inside the castle or outside?
    Nat is digging a hole and burying the wig.
    What is Nat digging with?
   Be sure that pupils say pick and not peek.

2. Have a group of pupils read what Rab is saying and another group read the sentence that tells what two things Nat is doing.

3. Have the whole group read the sentence that tells what Nat is digging with.

4. Have the pupils tell what they think may happen now that the guards have seen Nat.

GUIDED REVIEW

Pages 21 - 25
(The Wig is Missing!)

Skills emphasis	
Recalling events	Identifying feelings and emotional reactions
Drawing conclusions through observation of details	Identifying personal traits
Identifying cause-effect relationships	

Guide the pupils to review pages 21-25. Have them verify their answers to questions by referring to pictures.
Sample questions:
What were the guards doing that gave Nat the chance to take the king's wig?
What was the king doing?

PAGE 21

Have the pupils:
Find and read what Nat says when he gets into the castle the third time.
Tell how they think Nat feels then and why he feels that way.

PAGES 22-23

Have the pupils:
Find and read what Rab says when he sees that the wig is gone too.
Tell what else Rab finds out and what he does then.
Find and read what Rab says to Pap and Cab.
Tell why they think Rab is always the one to tell Cab and Pap.

PAGES 24-25

Have the pupils:
Find and read what Rab says when he and the other guards see Nat digging.
Tell how they think the guards feel now.
Find and read the sentence that tells what Nat is doing while he is getting ready to bury the wig.
Tell why Nat is singing.
Tell why they think Nat is so happy even though he is taking things that are not his.

SEATWORK PAGE 35

1. Guide the pupils in reading and singing the third stanza of "The King". For music, see Appendix, page 68.

TEST 5

2. Have the pupils draw lines connecting each picture with an appropriate sentence.
3. Have the pupils fill in the empty boxes at the bottom of the page with the numbers of the words that adequately complete each sentence.

READING

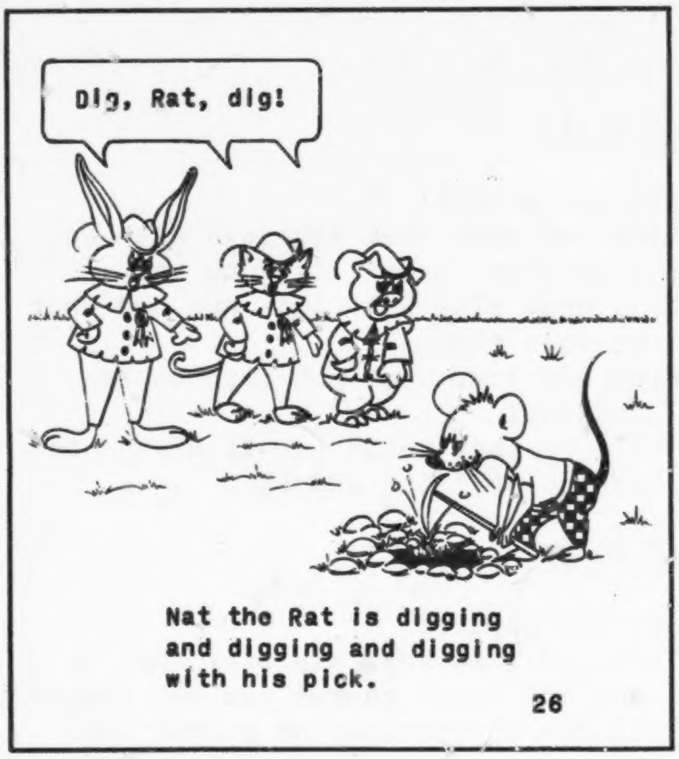
Skills emphasis

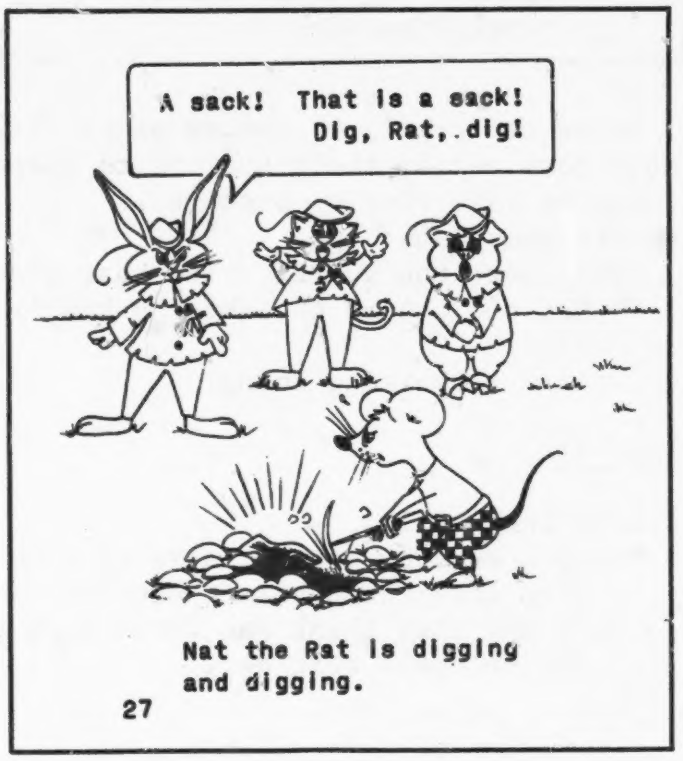
Drawing conclusions through observation of details

Identifying feelings and emotional reactions

Reading emphasis

Words that, sack


Dig, Rat, dig!
Nat the Rat is digging and digging and digging with his pick.
26


A sack! That is a sack! Dig, Rat, dig!
Nat the Rat is digging and digging.
27

PUPILS' BOOK PAGES 26-27

1. Help the pupils to observe the expressions on the guards' faces as well as on Nat's as they discuss the situation on page 26. Help them to understand that Nat's reason for digging now is not the same as it was before.
   Is Nat still digging and singing?
   Is Nat burying the wig?
   Nat was happy before, but he isn't happy now.
   The guards are angry.
   What are the guards doing?

2. Have a group of pupils read what the guards are telling Nat and another group read what Nat is doing.

3. Help the pupils to understand the excited surprise of the guards as they see the sack in the hole on page 27. Have them tell what they think is in that sack and where they think the wig is.

4. Have a group of pupils read what Rab is saying and another group read what Nat is doing.

5. Have the pupils tell why Rab and the others want Nat to dig and dig.

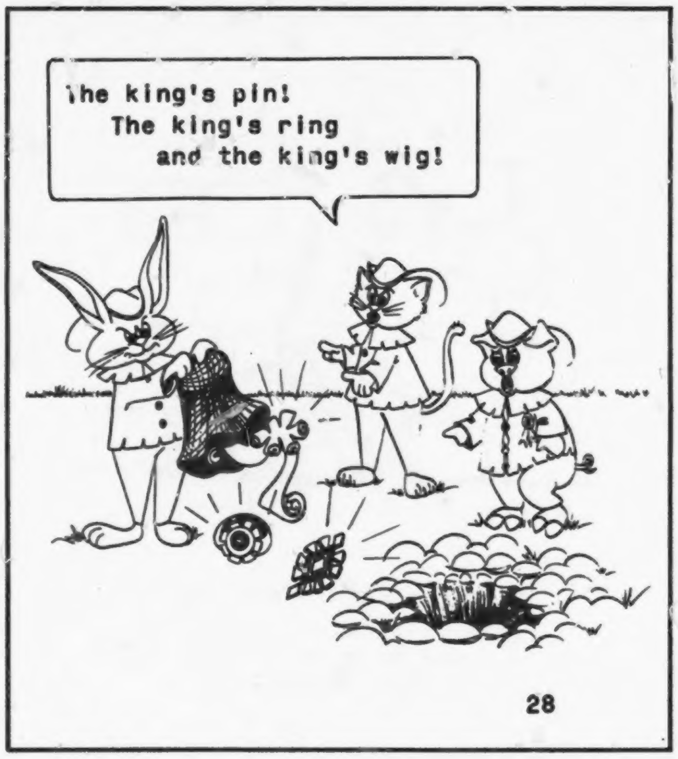
READING

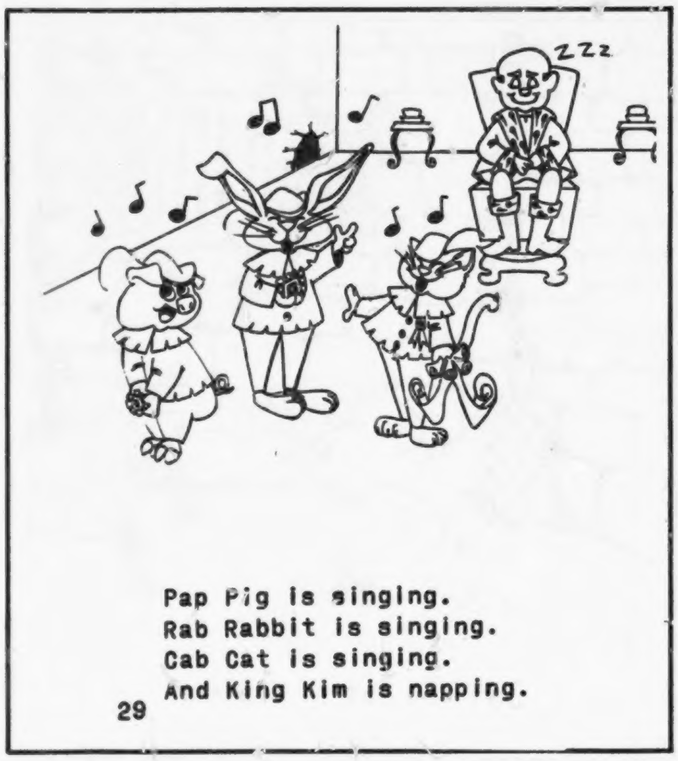
Skills emphasis

Drawing conclusions through observation of details

Identifying feelings and emotional reactions

Identifying cause-effect relationships


The king's pin!
The king's ring
and the king's wig!
28


ZZz
Pap Pig is singing.
Rab Rabbit is singing.
Cab Cat is singing.
And King Kim is napping.
29

PUPILS' BOOK PAGES 28-29

1. Have the pupils follow the story as they talk about Rab emptying the sack on page 28. Follow techniques in the foldout.
   Who has Nat's sack now?
   Rab is emptying the sack.
   Whose things are in the sack?

2. Have the group read the first remark Cab makes. Then have two different groups read the remaining two lines. Help the pupils to convey surprise by their intonation and rhythm.

3. Help the pupils to understand the shift in the situation on page 29 as they talk about how happy the guards are now and why. Help them to observe that King Kim is still napping.

4. Have individual pupils wearing face masks read the line that tells what the character he is portraying is doing. Begin with Pap but follow in different order. Have the rest of the group read each line as they frame it in their books.

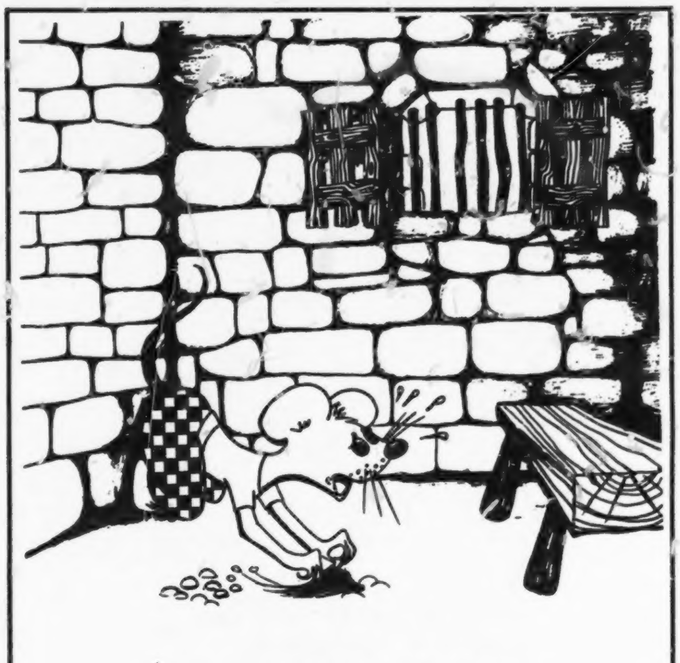
READING

Skills emphasis

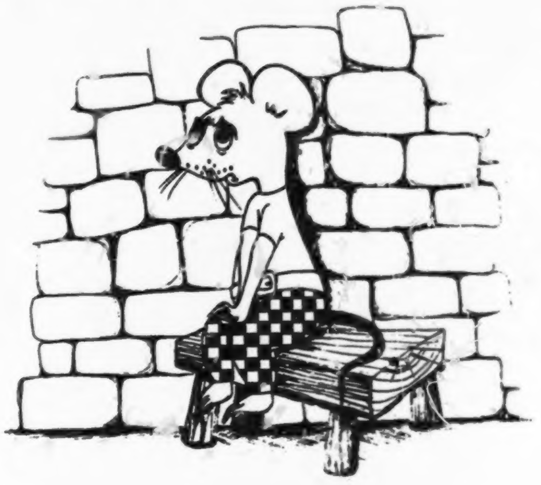
Drawing conclusions through observation of details

Identifying feelings and emotional reactions

Identifying cause-effect relationships



Nat the Rat is digging. 30



Nat the Rat is sitting
and sitting...
and thinking
and thinking.

31

PUPILS' BOOK PAGES 30-31

1. Help the pupils to make statements, ask and answer questions about Nat's situation on page 30. Guide them in using because. Follow techniques in A, B and C of the foldout.
   Is Nat still digging?
   Nat is still digging, but he isn't singing and he isn't burying things.
   Nat is in prison.
   He's digging because he wants to get out.

2. Have the group read what Nat is doing to get out of prison.

3. Help the pupils to observe the change in Nat's reaction and how different his attitude is now from what it was on page 30. Guide them to use just (sitt)ing. Follow techniques in A, B and C of the foldout.
   Where is Nat?
   Is he still digging?
   Nat isn't digging because he can't get out.
   He's just sitting and thinking.

4. Have the group and individual pupils read the lines that show Nat's situation at the end of the story. Be sure they read slowly but smoothly and with appropriate intonation.

GUIDED REVIEW

Pages 26 - 31
(Nat is Sitting and Thinking)

Skills emphasis

Identifying feelings and emotional reactions

Drawing conclusions through observation of details

Identifying cause-effect relationships

Identifying personal traits

Guide the pupils to review pages 26-31. Have them verify their answers to questions by referring to pictures.
Sample questions:
How do the guards feel when they recover the king's things?
Does King Kim know what has been going on in his castle?
Where is Nat at the end? Why?

PAGES 26-27

Have the pupils:
Find and read the sentence that tells what the guards want Nat to do.
Tell if they think Nat is digging because he is obedient.
Find and read the line that tells what Nat digs out first.
Tell why Nat put the king's things in a sack.

PAGES 28-29

Have the pupils:
Find and read the lines that tell what Cab is saying while Rab is emptying Nat's sack.
Tell if they think Cab and Pap are surprised.
Find and read the line that makes us think that King Kim doesn't know what is happening in his castle.
Tell if they think King Kim is alert.

PAGES 30-31

Have the pupils:
Find and read the line that tells what Nat first does in prison.
Tell if they think Nat is sorry for what he has done. Why or why not?
Find and read what Nat is doing later on in prison.
Tell what they think Nat may be thinking and if he might be getting ready to "turn over a new leaf".

SEATWORK PAGE 36

TEST 6

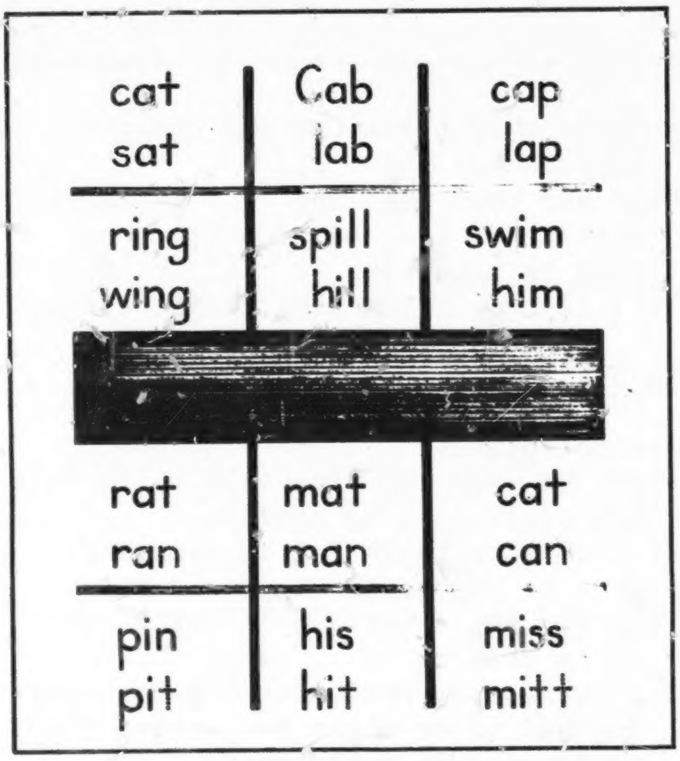
1. Guide the pupils in reading and then singing the song "To Serenade the King!" For music, see Appendix, page 68.
2. Have the pupils circle the words that appropriately fill the blanks on Seatwork 36. Then have them circle Yes or No in accordance with the pictures after each sentence at the bottom of the page.

READING

Reading emphasis

Initial consonant contrasts

Final consonant contrasts



cat	Cab	cap
sat	lab	lap
ring	spill	swim
wing	hill	him
rat	mat	cat
ran	man	can
pin	his	miss
pit	hit	mitt

BIG BOOK II, CHART 39

1. Have the pupils look at pairs of words on the top half of Chart 39 and observe that each is the same except for the first letter. The initial letter of the second word in the pairs is dotted to show that the initial sound is different and that the word is new. Read them and have the group read the words after you.

2. Have individual pupils read the pairs of words on the top half of the chart without a model.

3. Have the pupils play a rhyming game. Call a word that rhymes with the words in each box on the top half of the chart. Have the pupils read the words in the corresponding box.

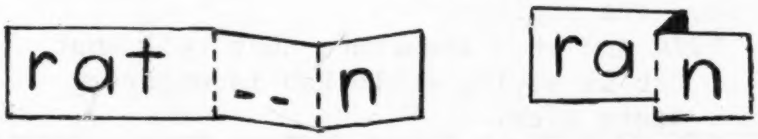
hat sing Pap
Kim will Rab

4. Have the pupils look at the bottom half of the chart and observe the difference in the ending of the pairs of words. Have the group, small groups and individual pupils read each pair of words. Model for them if necessary.

5. Have the pupils play a "name game". Have individual pupils read the pairs of words on the bottom half of the chart which begin with the same sound as the names which you say.

Rab Cab Pap Min

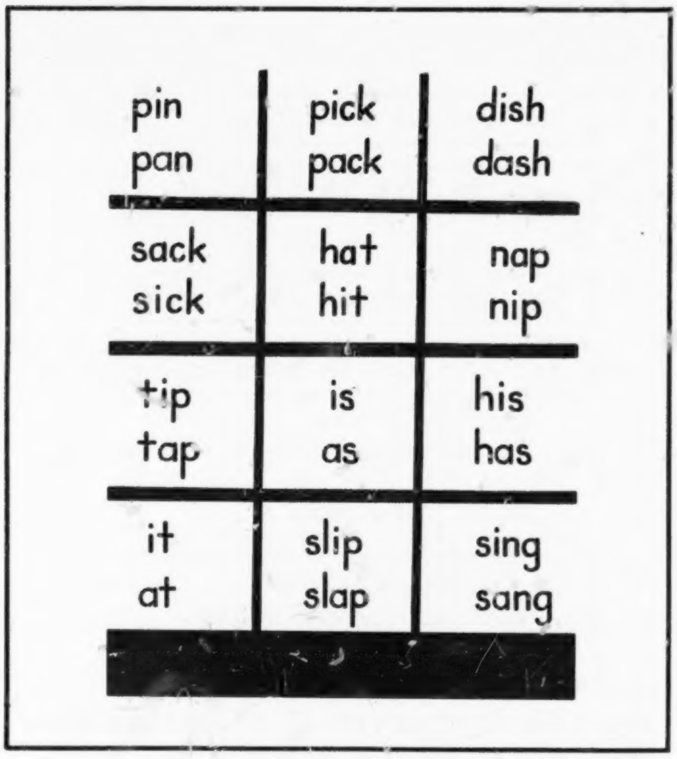
6. Make "fold in" cards as illustrated below. Have pupils read the word on the left, then fold in the right side and read the new word formed when the final letter is changed.



READING

Reading emphasis

Vowel contrast i and a



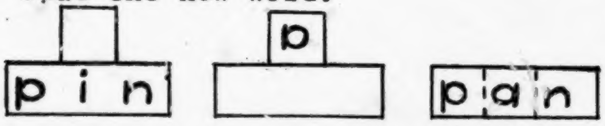
pin pan	pick pack	dish dash
sack sick	hat hit	nap nip
tip tap	is as	his has
it at	slip slap	sing sang

BIG BOOK II, CHART 40

1. Have the pupils observe that on Chart 40 the words in each box are the same except for the vowel letter. Ask for volunteers to read the pairs of words, pair by pair.

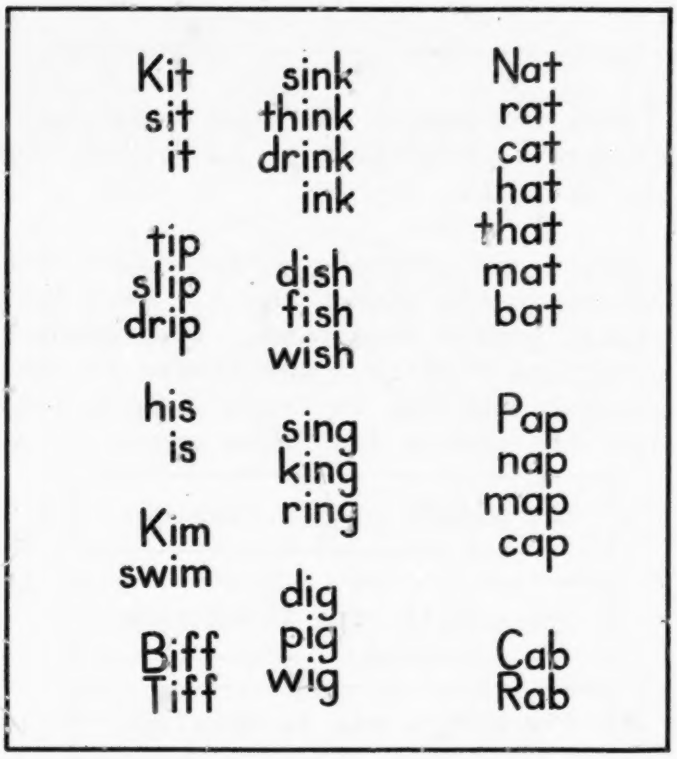
2. Read the pairs of words and have the group read them.

3. Make "fold over" cards as illustrated below for each pair of words. Have the group and individual pupils read the known word, then have them read the new word.



Reading emphasis

Vowel-consonant patterns
-it, -ip, -is, -im, -iff,
-ink, -ish, -ing, -ig,
-at, -ap, -ab



Kit
sit
it

tip
slip
drip

his
is

Kim
swim

Biff
Tiff

sink
think
drink
ink

dish
fish
wish

sing
king
ring

dig
pig
wig

Nat
rat
cat
hat
that
mat
bat

Pap
nap
map
cap

Cab
Rab

BIG BOOK II, CHART 41

1. Have the pupils observe that on Chart 41 the words in each group have the same ending. Have volunteers read each group of words.

2. Read the groups of words and have the pupils read them.

3. Ask for volunteers to find and read all the words that end in various combinations -ing, -ink, -at, -ab, -ish, -it, -im, -ip, -is, -ig and -iff.

ADDITIONAL SKILL BUILDING

Skills emphasis	
Summarizing events	Identifying important events in the narrative
Identifying a sequence of events	Identifying cause-effect relationships

1. Have the pupils read the whole book silently. Give help to individual pupils who need it.

2. Place the sentence strips below at random in the pocket chart. Have individual pupils read them. Then guide the pupils to rearrange the strips in the correct sequence in terms of the story. Have the pupils read them again.

The king's pin is missing.

The king's ring is missing.

The king's wig is missing.

3. Place the sentence strips below, a pair at a time, in the pocket chart and have individual pupils read them. Guide the pupils to select the sentence in each pair that is more important as an event in the story.

Cab Cat is sitting.

Nat the Rat is digging.

Nat the Rat is digging.

Nat the Rat is singing.

It is Nat the Rat
with his sack.

It is Nat the Rat
with the king's wig.

4. Have the pupils tell:
   Who the characters in the story are.
   What three things Nat the Rat took.
   Why the king and his guards didn't stop Nat from taking these things.
   What finally happened to Nat.

SEATWORK PAGE 37

TEST 7

1. Have the pupils number the sentences at the top of Seatwork page 37 in sequential order.

2. Have the pupils write in the box above each sentence the number of the word that completes it.

UNDERSTANDING THE STORY

Skills emphasis

Identifying personal traits
Identifying feelings and emotional reactions
Associating personal experiences with events in the story
Recalling events
Identifying cause-effect relationships

Have the pupils:

Name the most important characters in the story.
Tell which character or characters is best described by each of the following: lazy, sleepy, careless, wide-awake, daring.
Tell how they think the guards felt each time they found that something belonging to the king was missing.
Tell how they would feel in such a situation.
Tell why the guards made Nat dig up the things he had taken.
Tell whether they think Nat was bad or whether he just did what real rats do.
Tell what happens to people who steal.
Tell what they do when they want to use somebody else's things.
Tell whether they think Nat was sorry for what he had done.

TESTING

SEATWORK PAGE 38

TEST 8

1. In boxes 1-3 on Seatwork page 38, have the pupils circle the sentences that tell events from the story.

2. In boxes 4-6, have the pupils circle the names of the characters that adequately answer the following questions as you read them:

Box 4: Who was a happy character that was never awake in the story?
Box 5: Who was a careless sleepy guard?
Box 6: Who was a daring character that liked to take what was not his?

SEATWORK PAGE 39

TEST 9

1. In boxes 1-16 on Seatwork page 39, have the pupils circle the following words as you read them:

1 ring 2 king 3 nap 4 cat
5 rabbit 6 rat 7 pig 8 that
9 it 10 this 11 wig 12 with
13 sack 14 sinking 15 napping 16 missing

EXTENSION ACTIVITIES

1. Guide the pupils to make statements and ask and answer questions about the four scenes on Seatwork page 40. Guide the discussion so as to construct an oral "story". Follow techniques in the foldout.
Sample questions:
    1. Where is Rab Rabbit?
    What is Pap doing?
    What is Cab doing?
    2. What is Nat doing now?

2. Guide the pupils to tell the "story" suggested by the four scenes.

3. Guide the pupils to dictate the "story" suggested by Seatwork page 40. Write the "story" on the chalkboard. Guide the group and individual pupils to read the story.
Sample story:

1
Rab is with King Kim.
Pap is napping.
Cab is bringing Nat a drink.

2
Nat is drinking.
Nat is thinking.

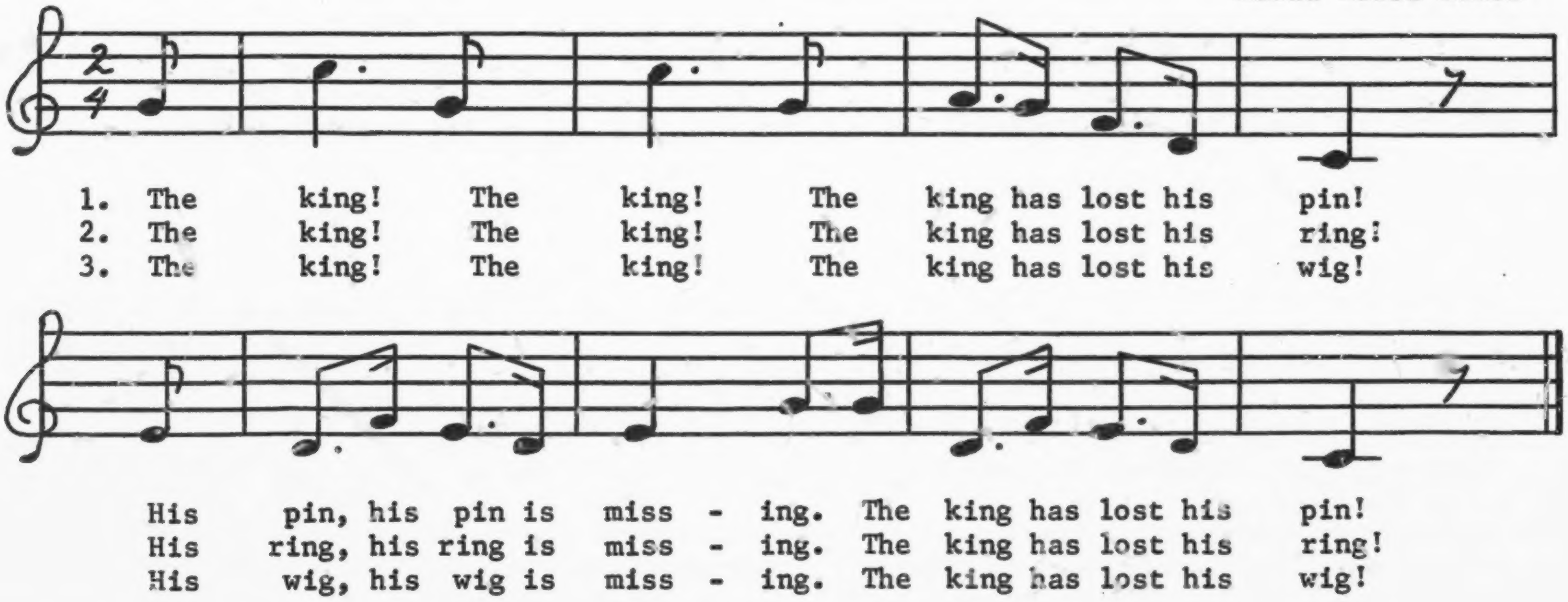
3
Cab is napping.
Nat is running.

4
Rab has Nat.
Nat is kicking and kicking.

APPENDIX

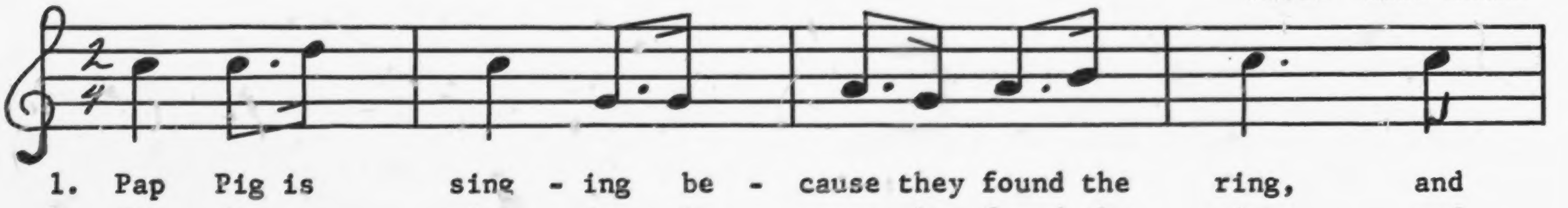
The King!

Maria Luísa Muñoz

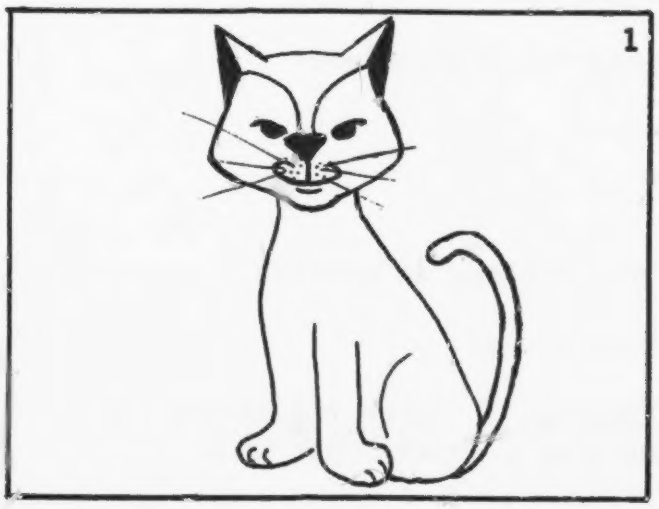

1. The king! The king! The king has lost his pin!
2. The king! The king! The king has lost his ring!
3. The king! The king! The king has lost his wig!
His pin, his pin is miss - ing. The king has lost his pin!
His ring, his ring is miss - ing. The king has lost his ring!
His wig, his wig is miss - ing. The king has lost his wig!

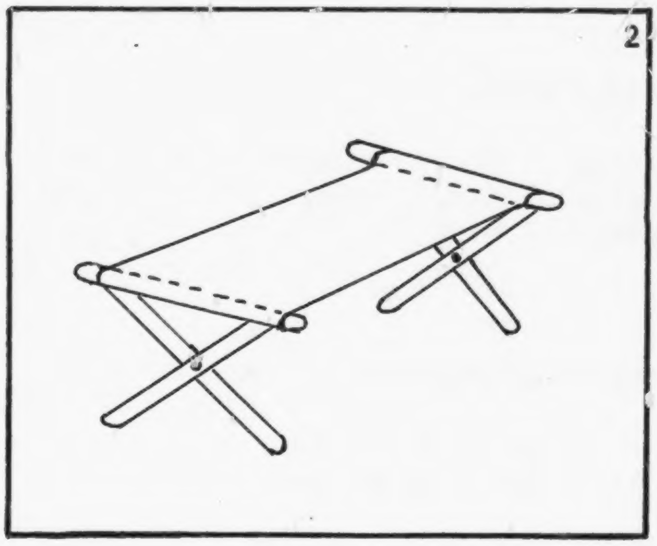
To Serenade the King!

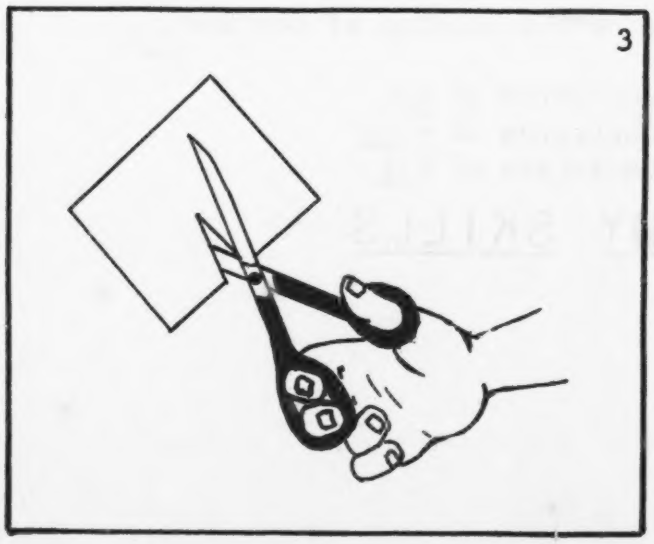
Maria Luísa Muñoz


1. Pap Pig is sing - ing be - cause they found the ring, and
2. Cab Cat is sing - ing be - cause they found the wig, and
he went to the cas - tle to ser - e - nade the king!
he went to the cas - tle to ser - e - nade the king!
3
3. Rab Rab-bit is sing - ing be - cause they found the pin, and
he went to the cas - tle to ser - e - nade the king!

SAMPLE PRONUNCIATION ACTIVITIES







CAT and COT

1. Put on the chalkboard a pair of drawings numbered 1 and 2 illustrating cat and cot respectively. Help the pupils talk about the drawings. Help the pupils observe that the words cat and cot are pronounced differently.
2. Say "cat", and "cot" at random and have the pupils say "one" or "two" according to the drawing you refer to.
3. Point to the drawings at random and have the pupils say "cat" or "cot" according to the drawing you point to.

CAT and CUT

1. Put on the chalkboard a drawing numbered 3 illustrating cut and cover the drawing of the cot used above. Help the pupils talk about the drawings. Help the pupils observe that the words cat and cut are pronounced differently.
2. Say "cat", and "cut" at random and have the pupils say "one" or "three" according to the drawing you refer to.
3. Point to the drawings at random and have the pupils say "cat" or "cut" according to the drawing you point to.

CAT, COT and CUT

1. Uncover the drawing illustrating cot. Say "cat", "cot" and "cut" at random and have the pupils say "one", "two" or "three" according to the drawing you refer to.
2. Point to the drawings at random and have the pupils say "cat", "cot" or "cut" according to the drawing you point to.
3. Have the pupils say "one" or "two" or "three" as you say at random other familiar words with the same vowel sound taught, such as:

1		2	3
sack	black	sock	suck
Nat	has	not	nut
hat	flag	hot	hut
mat	bat	mop	cup
map	nap	box	run
cab	rat	stop	duck
cap			jump

SUMMARY OF NEW READING SKILLS

1. Recognizing and responding to the following structure forms and patterns:

identification: Cab is a cat.
genitive: Cab is the king's cat.
accompaniment: It is Nat the Rat with the king's wig.
instrument: Nat the Rat is digging with his pick.

2. Recognizing and responding to the following printing conventions:

ZZZZ to represent some one sleeping
... to represent pause
's to represent genitive
musical notes to represent singing
! to represent surprise, excitement and strong feeling in general

3. Recognizing and responding to the following word groups:

Nat the Rat
King Kim
Cab Cat
Rab Rabbit

the king's ring
the king's pin
the king's wig
the king's cat

the king's rabbit
the king's pig

is napping
is missing

with the king's wig
with his pick

4. Recognizing and responding to the following sight words:

Nat
Rat
rat
Cat
cat

That
that

Cab
Rab
Rabbit
rabbit
sack

Pap
nap

wig
Pig
pig
pin
pick

missing
singing
napping

Kim
King
king
ring

king's
with

It

His
his

5. Recognizing and responding to the following spelling patterns:

initial consonant letters: C- H- N- P- R-
h- k- n- p- r-

vowel-consonant combinations: -in -ith -ab -ack
-iss -ick -ap

6. Using analysis of spelling patterns as a clue to the reading of new words

Examples: Know cat and milk, predict pronunciation of mat
Know sing and rat, predict pronunciation of ring
Know pig and wish, predict pronunciation of wig

SUMMARY OF NEW STUDY SKILLS

1. Recalling events

2. Identifying feelings and emotional reactions

3. Identifying personal traits

CUMULATIVE SUMMARY OF SKILLS

Reading and Study Skills	Intro. Unit and Biff and Tiff Level 1-A	Kid Kit and the Catfish Level 1-B	Nat the Rat Level 2
Recognizing and responding to structure patterns	X	X	throughout
Recognizing and responding to printing conventions	X	X	throughout
Recognizing and responding to word groups	X	X	throughout
Recognizing and responding to sight words	X	X	throughout
Recognizing and responding to spelling patterns	X	X	throughout
Classifying by perceiving relationships	X	X	throughout
Drawing conclusions through observation of details	X	X	33, 36, 44, 46, 48, 49, 51, 54, 56, 57, 58, 59, 60, 61, 62, 63
Identifying important events in the narrative	X	X	49, 66
Identifying a sequence of events	X	X	66, 38
Associating personal experiences with events in the story	X	X	48, 49, 67
Using analysis of spelling patterns as a clue to the reading of new words		X	13, 34, 50, 55
Anticipating events		X	46, 49, 54, 58
Summarizing events		X	66
Identifying cause-effect relationships		X	47, 49, 52, 59, 61, 62, 63, 66, 67
Locating specific information		X	throughout
Recalling events			46, 47, 49, 51, 52, 54, 59, 67
Identifying feelings and emotional reactions			24, 28, 31, 33, 46, 47, 48, 52, 53, 54, 56, 59, 60, 61, 62, 63, 67
Identifying personal traits			24, 28, 31, 33, 44, 57, 59, 63, 67

CUMULATIVE SUMMARY OF VOCABULARY

a
and

Biff

Cab
cat
catfish

dig
dish
drink
drip

fish

his

-ing
is
it

Kid
king
Kim
Kit

milk
miss

nap
Nat

Pap
pick
pig
pin

Rab
rabbit
rat
ring

's genitive
sack
sing
sink
sit
slip
spill
swim

that
the
think
Tiff
tip

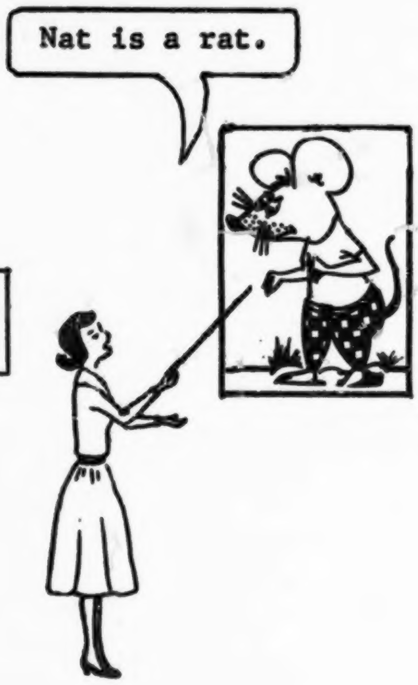
wig
wish
with

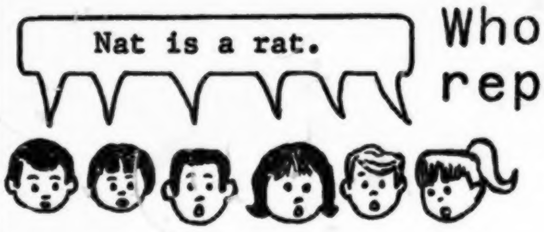
LANGUAGE
PRACTICE
TECHNIQUES
FOLDOUT

LANGUAGE PRACTICE TECHNIQUES

Teacher models.

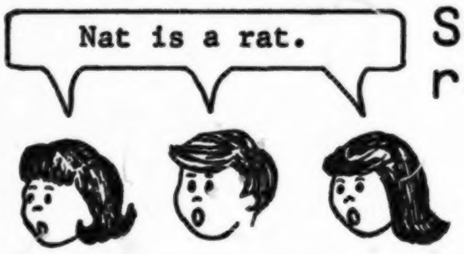
A





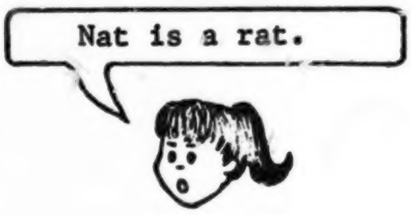
Whole group repeats.

1



Small group repeats.

2

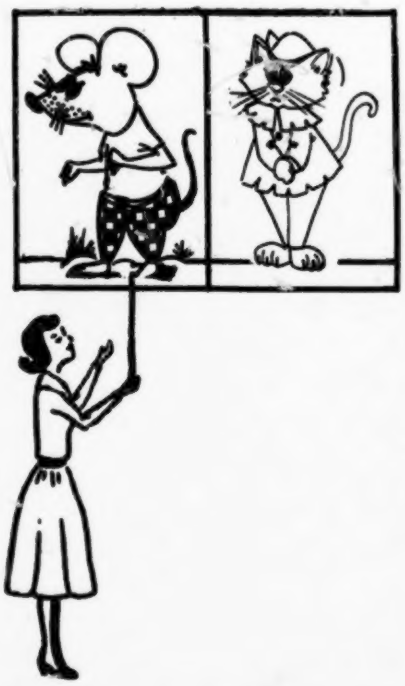


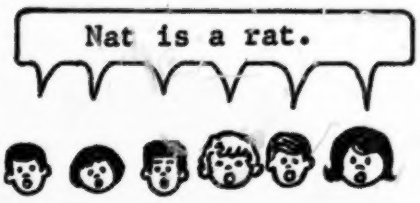
Individual pupils repeat.

3

Teacher signals.

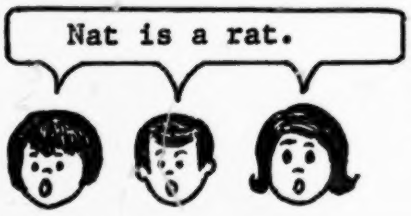
B





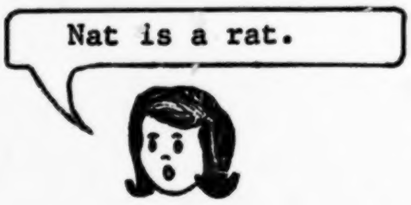
Whole group produces without model.

1



Small group produces without model.

2

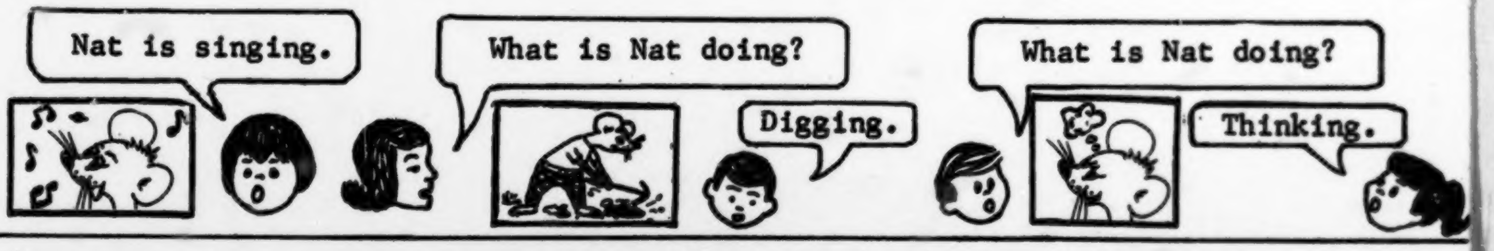


Individual pupils produce without model.

3

Teacher guides individual pupils in responding to communication situations.

C


Nat is singing.
What is Nat doing?
Digging.
What is Nat doing?
Thinking.